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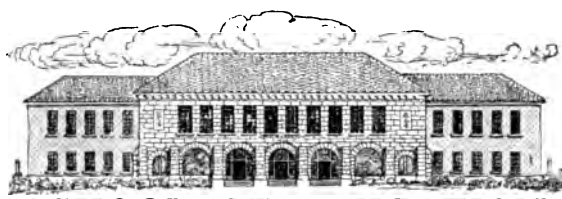
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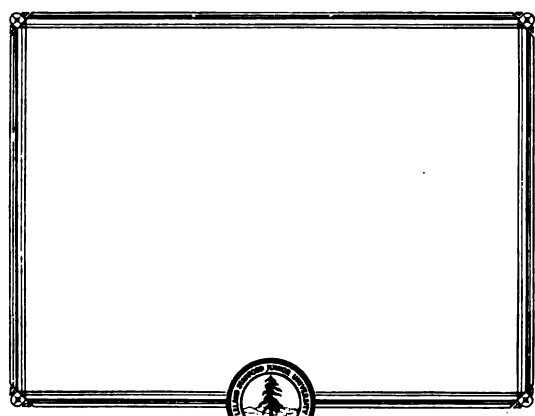
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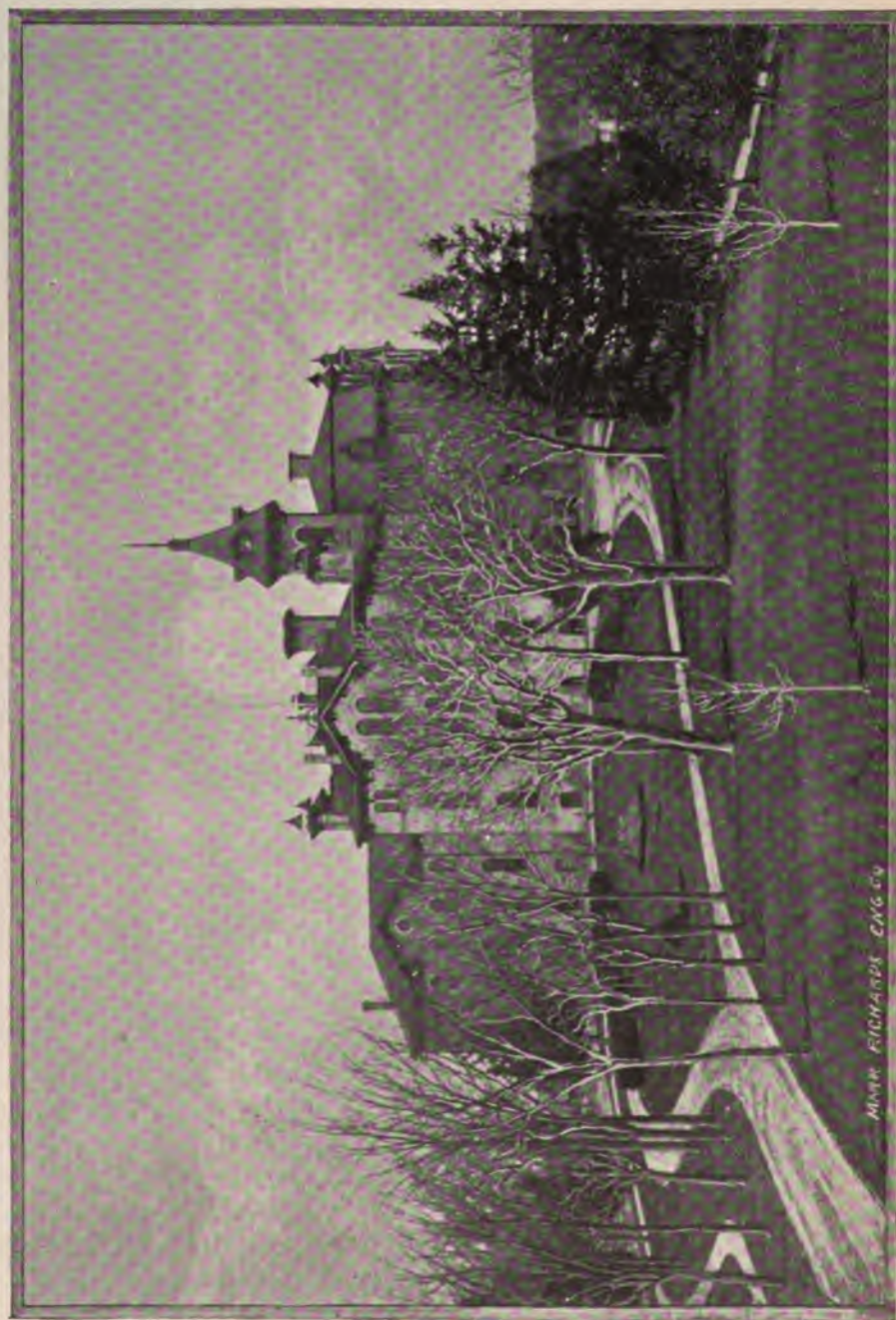












MARK RICHARDS - CAGGS

WHITEWATER NORMAL SCHOOL.



ESTABLISHED SEPTEMBER

1874.

FIRST TEACHER-CONVENTION

OF THE

STATE NORMAL SCHOOL

AT

WHITEWATER, WISCONSIN.

VOLUME

CATALOGUE OF ITS GRADUATES AND A RECORD OF  
THEIR LIVES

1868-1893

MADISON, WIS.  
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## EDITORIAL NOTE.

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Boys reach their majority at the age of twenty-one; normal schools, at twenty-five. So custom, in these United States, has ordained; with this difference, that the normal school has fallen much into the habit of giving an account of its own youthful period, in the form of a historical review. The boy does not write his autobiography so early.

The Whitewater Normal School filled up its first quarter-century in April, 1893, and celebrated the event with considerable *eclat* in connection with the Commencement following, in June last. The addresses and sketches then presented, together with much other material gathered before and since, are here offered in book form to those whose interest in the school will make it welcome as a reminder of past relations and experiences; and also as a collection of data, gathered before time's effacing finger has made it all too late, for future reference or elaboration.

Naturally, the work of editing the material available has fallen chiefly upon the undersigned. While this task has materially increased his labors during the past year, it has nevertheless been a labor of love; all the more so, from the fact that nearly every one of the more than 700 names mentioned in the book, is the name of some personal acquaintance and friend of past or recent days. The only regret is that time and space did not permit a more thorough and comprehensive *resume*. Such as it is, the work is now committed to the kindly judgment of those who may venture to peruse its pages.

The recent publication, on occasion of the Columbian Exposition, of a general historical sketch of the Normal School System of Wisconsin has rendered it practicable and proper, in the present effort, to keep the more closely to the inside history, so to speak, of the Whitewater School, without much reference to its sister institutions. Any who wish a more comprehensive treatment are referred to the work above mentioned.

Attention is called especially to the "Index of Persons" at the close of the volume. It is believed that this will greatly increase the value of the book for purposes of reference.

ALBERT SALISBURY.

*Whitewater, Wis., December, 1893.*







PART I.

## HISTORICAL MEMORANDA.

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### I. EARLY NORMAL SCHOOLS.

The first school to which the term normal school can well be applied was established at Rheims, France, in 1681, by Jean Baptiste De La Salle, the founder of the order of the Brethren of the Christian Schools. The next was at Halle, Prussia, in 1697, when Francke founded a teachers' class, using his orphanage as a school of practice. The first Normal School in the United States was opened July 3, 1839, at Lexington, Mass., but was removed, later, to Framingham. The second was located at Barre, Mass., but was afterwards removed to Westfield. The third was established at Bridgewater, Mass., in 1840. The introduction of the normal school idea into Massachusetts was largely due to Rev. Charles Brooks, who imported it from Prussia; but the great glory of securing the actual establishment of these schools under State patronage belongs to Horace Mann, who said at the dedication of the Bridgewater house,—“I believe normal schools to be a new instrumentality in the advancement of the race. I believe that without them free schools themselves would be shorn of their strength and their healing power, and would at length become mere charity schools and thus die out in fact and form. Neither the art of printing, nor the trial by jury, nor a free press, nor a free suffrage can long exist to any beneficial and salutary purpose without schools for the training of teachers; for, if the character and qualifications of teachers be allowed to degenerate, the free schools will become pauper schools, and the pauper schools will produce pauper souls, and the free press will become a false and licentious press, and ignorant voters will become venal voters, and through the medium and



guise of republican forms an oligarchy of profligate and flagitious men will govern the land; nay, the universal diffusion and ultimate triumph of all-glorious Christianity itself must await the time when knowledge shall be diffused among men through the instrumentality of good schools. Coiled up in this institution as in a spring, there is a vigor whose uncoiling may whirl the spheres."

The first principal of the Lexington Normal School was Cyrus Peirce, of whom Dr. W. T. Harris says,—“All normal school work in this country follows substantially one tradition; and this traces back directly to the course laid down by the first principal of this (Lexington) normal school, Cyrus Peirce.”

Up to the year 1860, but *seventeen* normal schools, all told, had been established in the United States. During the War of the Rebellion there was, naturally, but little expansion; though the Oswego (N. Y.), Normal School was opened in 1861, and one at San Jose, Cal., in 1862. At the close of the war, however, the time was ripe for a wider extension of normal schools as an essential part of the public school system; and in 1876 the number of normal schools in the United States was reported at 137, though some of these scarcely deserved the name. It thus follows that most of the State normal schools of the country have completed their first quarter-century within the last few years. In many cases, they have celebrated this event by appropriate public exercises and the publication of a volume made up of historical and biographical sketches. The Whitewater Normal School, which was dedicated April 21, 1868, now falls into line and adds its modest volume to the lengthening list.

## 2. NORMAL SCHOOLS IN WISCONSIN.

Wisconsin has had a Board of Regents of Normal Schools since 1857; but it had no normal school until 1866. During the interval from 1857 to 1866, the income of the normal school



fund was, in part, distributed to various schools of the State, —colleges, academies, and high schools—which maintained what were called ‘teachers’ classes.’ These classes were examined, at the close of each year, by the Agent of the Board of Regents; and a certain sum, at one time as high as thirty dollars, was paid to the institution for each pupil who succeeded in passing the examination.

In October, 1858, Hon. Henry Barnard, LL. D., of Connecticut, a man second only to Horace Mann in the service rendered by him to the cause of public education, was elected Agent of the Board of Normal Regents. His specified duties were ‘to visit and exercise a supervisory control over the normal departments of all such institutions as shall apply for a participation in the normal school fund; to conduct county teachers’ institutes, and give normal instruction in the same; and to co-operate with the superintendent of public instruction in providing a system of public educational addresses to be delivered in the various counties of the State.’ Dr. Barnard was also Chancellor of the State University. His labors were greatly interrupted by ill health, and about the beginning of 1861 he resigned his position and closed his career in Wisconsin. His chief service to the State was, doubtless, the stimulus given through the teachers’ institutes which he, with able assistants, organized and conducted in various parts of the State. In 1860, by examinations, institutes, and teachers’ associations, he reached probably three-fourths of all the teachers in the State.

The plan of distributing the normal school income to academies was never wholly satisfactory; and after the exit of Dr. Barnard the dissatisfaction with the act of 1857 naturally increased, as it seemed to seriously delay the establishment of true normal schools. During the year 1863, Hon. John G. McMynn, then recognized as the foremost educator of the State, was Agent of the Board of Normal Regents. The War for the Union had materially weakened the ‘teachers’



classes" in all the schools; and he saw an opportunity to make head against a system which he considered radically mischievous. Omitting further detail, it may be said that he succeeded in discrediting the system and paved the way for the present system of normal schools, which was inaugurated in 1865, while Mr. McMynn was State Superintendent.

The Legislature of 1865 took a great step forward by adding largely to the normal school fund, and providing that the income of the fund should be "applied to establishing, supporting and maintaining normal schools, under the direction and management of the Board of Normal School Regents." The Board of Regents started out in its new course with a productive fund of about \$600,000, and a net annual income of over \$30,000. Both fund and income have gradually increased, the fund amounting, July 1, 1892, to \$1,782,500, and the annual income to \$95,000 besides \$13,500 of local receipts at the several schools.

After the passage of the act of 1865, it soon became evident that normal schools would be established at several points in the State; and different localities at once began to press their claims. The Board of Regents, after due deliberation, adopted the plan of locating a school, eventually, in each of the congressional districts of the State, which were then six in number. They early visited and examined several of the competing localities and received proposals from them; but no decisive action was taken until February 28, 1866, when it was voted to locate schools at Whitewater and Platteville. A building committee was appointed and instructed to procure plans, etc., for the building at Whitewater. On the 2d of May, the transfers of title to the sites were completed, and the building committee was instructed to proceed to the erection of the building. Proposals had been laid before the board from no less than sixteen cities and villages, making offers of sites and various amounts of money. At the meeting of the board, May 2, 1866, Oshkosh, Stoughton and



Sheboygan were selected as points, in their respective congressional districts for the opening of schools in the future. As the donation from Platteville included the building and grounds of the Platteville Academy, the board were enabled to open the school on the 9th of October, in the same year. Prof. Chas. H. Allen, then in charge of the normal department of the State University, had been elected principal.

### 3. THE WHITEWATER NORMAL SCHOOL.

Work on the Whitewater Normal building was begun Oct. 2, 1866; but its completion was greatly delayed by various causes, and it was not dedicated until April 21, 1868. During this first and, as it were, preliminary term, in the spring of '68, forty-eight pupils were enrolled in the normal department, and 102 in the model school. For the second term, which opened September 1, 1868, the enrollment was 105 in the normal department and ninety-eight in the model school. For fuller details concerning the location of the school at Whitewater and the part played by its citizens in securing that result, the reader is referred to the paper read by Mr. D. S. Cook at the Quarter-Centennial celebration, June 22, 1893, which will be found in Part II.

### 4. EARLY ADMINISTRATION OF THE SCHOOL.

The original faculty was composed of:

Oliver Arey, Principal and Professor of mental and moral philosophy, and theory and practice of teaching.

J. T. Lovewell, Professor of mathematics and Latin.

Mrs. H. E. G. Arey, Preceptress and teacher of English literature, French, and drawing.

Miss Emily J. Bryant, teacher of history, grammar, and geography.

Dr. H. H. Greenman, teacher of vocal music.

Miss Virginia Deichman, teacher of instrumental music.

Miss Catherine H. Lilly, teacher and critic in the grammar department.



Miss Ada Hamilton, teacher and critic in the intermediate department.

Miss Sarah A. Stewart, teacher and critic in the primary department.

Besides the regular faculties of the two schools now in operation, Mrs. Anna T. Randall (Diehl), of Oswego, N. Y., was employed for a time to give instruction in reading and elocution at both Whitewater and Platteville.

Prof. Arcy, of whom an extended biographical sketch is given elsewhere, had occupied important positions at the East. He was a man of strong character and high ideals, and was ably assisted and happily supplemented by his accomplished wife, a graduate of Oberlin College. (See Part III.)

The young men and women who gathered into this school in those early years found here a new and stimulating atmosphere. The spirit of earnestness—almost a severe earnestness,—pervaded the place; and the high ideals of its administration were contagious in a remarkable degree. How those early students view their school days at Whitewater, in the retrospect, may be fairly gathered from the paper by Hon. Chas. L. Brockway, of the first graduating class, on "Early Days at the Normal," (See Part II.). In the same connection, read the paper of Prof. L. H. Clark on "The Faculty."

The school graduated its first class—the course of study was then three years in length—in June, 1870. It was composed of the following members,—Samuel R. Alden, George M. Bowen, Charles L. Brockway, James W. Congdon, Mary L. McCutchan, and Andrew J. Steele. All of these at once engaged in teaching; and three of the six are still vigorously engaged in the same calling, after the lapse of twenty-three years.

Mr. and Mrs. Arcy remained at the head of the school for a little over eight years, retiring in June, 1876, greatly to the regret of faculty and students. They left behind a well established institution, with a loyal and enthusiastic constitu-



ency. During their time, associate teachers came and went, of whom a full list is given farther on (see Section 13); but perhaps the most notable of those who came and went was Prof. T. C. Chamberlin, who was teacher of the natural sciences from September, 1869, to June, 1873, and who impressed a stamp upon the institution clearly shown in the large number of graduates who have given themselves to the study and teaching of natural science, especially geology. It was here, in full view of the great Kettle Moraine (Whitewater Bluffs) that Prof. Chamberlin made the modest beginning of his exhaustive investigation of the glacial moraines. (For a biographical sketch of Prof. Chamberlin, see Part III.)

Another teacher of marked power who formed a part of the early administration was Miss Sarah A. Stewart, of whom mention will be found elsewhere. Yet another teacher worthy of note was Miss Catherine H. Lilly, well remembered by early students as teacher of English language and Latin, and now a teacher in the Milwaukee High School.

#### 5. STUDENTS' DAY.

An interesting custom of the early regime, which ought not to be allowed to pass into oblivion, was that known as "Students' Day." Some day in each term, the Faculty would, without any warning, absent themselves from the school, if not, also, from the town. As the moment approached for the morning exercises, it would dawn upon the school that this was "students' day." They would then proceed to elect from their number a President and Faculty, who would at once take up the regular duties of the day and carry them seriously and successfully through to the close.

The annual catalogue used to say, and truly: "The object of thus putting the institution under the care of the students is to test their moral culture, their executive ability, and their devotion to their work. Thus far, this day's work has been most successfully performed, the best results obtained; and



the day is held to be one of the most profitable ones of the term."

#### 6. THE SECOND REGIME.

The unexpected dismissal of Pres. Arey, in 1876, subjected the Board of Regents to an amount of criticism which gave rise to a strong desire on their part to fill the place with a man of national reputation. It so happened that a man of wide repute was available in the person of Wm. F. Phelps, for some years previous at the head of the Winona (Minn.) Normal School. Mr. Phelps brought to the new position a wide experience and much force of character, including a will not much accustomed to bend to the wishes or judgment of others. Toward the close of his first year at Whitewater, it became evident that the whole tone and method of the institution was to be revolutionized. While the administration of the school became more systematic in many ways, it became also less spontaneous and more mechanical. Indeed, the school became, in his second year, a very perfect specimen of the educational "machine."

So complete a revolution in the spirit of the school could not well be accomplished with the old corps of instruction intact; and so it happened that, in September, 1877, there were but *four* teachers in the faculty who had been members of it in June, 1876. Eight new ones, besides the President, had come in. It was perhaps significant that the catalogue of 1877-8 was printed on *blue* paper. One of these eight was Mrs. E. M. Knapp who, as teacher of vocal music withdraws from service in this Quarter-Centennial week, after an honorable service of sixteen years. Another of those who came into the faculty was Prof. W. S. Johnson, as teacher of drawing and penmanship. In the fall of 1881, he took charge of the department of natural science, which he taught with signal success until his resignation in 1883. A brief biographical sketch of Prof. Johnson will be found in Part III, as also one of Mrs. Knapp.



The very positive qualities of Pres. Phelps and his lack of the co-operative spirit soon brought him into serious collision with the students and a majority of the faculty, on the one hand, and with the Board of Regents, on the other hand. At their semi-annual meeting in January, 1878, the Board passed resolutions asking for his resignation, to take effect at the close of the school year. But Mr. Phelps was not the man to die easily; and then followed a half-year of "storm and stress" which none of those who experienced it, in any capacity, are likely ever to forget, or to remember with any sort of pleasure. The public press from Chicago to St. Paul was drawn into the melee, and the Board of Regents was subjected to such a tempest as it had never encountered before.

#### 7. THE THIRD REGIME.

After the tempestuous exit of Pres. Phelps, a serious problem confronted the Board in the selection of his successor. This was happily solved by the choice of John W. Stearns, LL. D., who had just returned from the Argentine Republic, where he had, for several years, been at the head of a government normal school in Tucuman. Dr. Stearns was a graduate of Harvard University, a man of thorough culture and wide sympathies. His administration of six and one-half years was marked by broad and quickening impulses, and under him the school took on new characteristics, especially on the literary and culture side. During his term, a marked advance was made in the development of the library and reading-room of the school, and in their apprehension as indispensable agencies in the development of life and character.

Pedagogically, Dr. Stearns was a foe to all formalism, believing always that "the letter killeth, but the spirit giveth life," sometimes even carrying his dislike of "the letter" to extremes, forensically at least. His administration was harmonious and successful throughout; and his retirement in January, 1885, to accept the chair of pedagogy in the State



University, was greatly regretted by every one connected with the school, his genial and cultured manhood having endeared him to all with whom he came in contact.

During Pres. Stearns's term, the professional work of the school, practice-teaching, instruction in methods, etc., underwent a liberal and judicious development, receiving a more adequate allotment of time in the course of study. The first teacher regularly in charge of this line of work was Miss Isabel Lawrence, during the last year of Pres. Phelps's stay. She was succeeded by Miss Margaret E. Conklin, a graduate of the school, who was supervisor of practice teaching from 1878 to 1883. A fuller account of the growth of the professional work in the school, from the pen of Miss Conklin, will be found in Part II.

What is called "the shop," or manual training department was inaugurated by Pres. Stearns and placed under charge of Dr. W. F. Bundy, the professor of natural science. This is not a "sloyd" school for children, but is an adjunct of the instruction in physics. Each member of the physics class spends four hours a week for twenty weeks in acquiring some practical acquaintance with wood-working tools, the purpose being, as the catalogue of the school says,—“to make those who pass through this training, especially the young women, more independent and self-helpful under the limitations which surround the average teacher.” The work begun by Dr. Bundy has been more fully systematized by his successors, Prof. Jno. W. Stump and Prof. A. A. Upham, the latter having published a useful manual entitled “Fifty Lessons in Wood Working,” (E. L. Kellogg & Co., New York.)

#### 8. THE PRESENT REGIME.

The resignation of Pres. Stearns took effect January 26, 1885. No successor having been chosen, Prof. T. B. Pray was designated as Acting President for the remainder of the school year, which service he performed with great accept-



ance. At the meeting of the Board of Regents in February, 1885, Prof. Albert Salisbury, who had been for nearly ten years a member of the faculty of the school, but was then serving as Superintendent of Schools for the American Missionary Association, at the South, was elected to succeed Dr. Stearns as President. He entered upon this office in July following. His accession brought with it few sudden innovations, but he has endeavored to preserve, without jar or upheaval, the main features of the preceding administration.

One feature of the present regime has been the re-organization of the work in drawing and form-study. After the transfer of Prof. Johnson to the department of natural science, in 1881, the attention paid to drawing diminished materially. In 1886, however, Pres. Salisbury secured the appointment of Miss Clara F. Robinson, a graduate of the Bridgewater (Mass.) Normal School, as teacher of drawing.

The course in drawing was extended again to one year. Miss Robinson thoroughly re-organized the work, placing it on the scientific basis of form-study and work from the object, including clay-modeling, etc. Miss Robinson resigned in 1890, and was succeeded by Miss Lizzie Hughes, from Pratt Institute, who has maintained in this department the same high degree of efficiency.

Another step in advance has been the development of the work in physical training. This may be said to date from the employment by the Board of Prof. Alfred J. Andrews of Brooklyn, N. Y., as Director of Physical Training in the normal schools of the State. Prof. Andrews was retained but one year; but, at Whitewater, the inspiration of his excellent work was never lost; though it was not until 1892 that the school secured a regular, full-paid teacher of gymnastics. An event of no small significance to the school was the completion, in 1891, of a new gymnasium 70 x 42 ft., and the most perfect in its construction of any in the West. A fuller account of this subject will be found in the paper of Mr. Gleason on "Physical Training at Whitewater," in Part II.



This school was one of the first in the State to undertake laboratory work; but the work was long done under the most unfavorable conditions. Prof. Chamberlin in the early years, and Prof. Copeland, in "the seventies" had a small laboratory in the north-west corner of the basement, now used for coal-storage; while Prof. Johnson in "the eighties" had only a narrow attic for a chemical laboratory. In 1890, a reform was at last accomplished, and a commodious laboratory was provided and equipped.

• 9. BUILDING AND GROUNDS.

The original building was designed by one of the most eminent architects of the West, at that time, Randall of Chicago. It was happily located and solidly constructed, and was thought, on its completion, to be a model school-house. But, almost from the first year of its occupancy, it was found to be inadequate to the demands of a normal school, furnishing an apt illustration of the common inability to forecast the needs of the future. In February, 1875, plans were adopted for the construction of a new wing, 86 x 46 ft. and three stories high, at a cost of about \$20,000. This was ready for use in the fall of 1876, the Centennial year; and Pres. Arey had the mixed satisfaction of seeing his successor enter into the fruit of his labors in the form of enlarged and improved accommodations.

The requirements of the school continued to increase; and when Pres. Salisbury came into office, in 1885, he found not fresh room ready for immediate use, but a crowded house and a crying need. He soon entered upon a crusade for more room, but with little result for several years, the Board finding no funds at its disposal for this purpose. The struggle was then transferred to legislative halls, and persistent effort was finally rewarded, the legislature of 1891 appropriating \$10,000 towards the construction of the new West Wing, or gymnasium.



Scarcely had the legislature adjourned, before the school met with seeming disaster. Early in the morning of April 27, 1891, the addition of 1876, known as the North Wing, unaccountably took fire and was burned to a hollow shell, the rest of the building being saved only by immense exertion. A description of this event, written by Mr. H. D. Keyes, then a member of the school, may be found in Part II. The Board of Regents was quickly convened, insurance was promptly adjusted and paid, and the season became one of active building operations. September 1st, four months after the conflagration, the North Wing was again ready for use, in better shape than ever; and at Christmas of the same year the new gymnasium, with its upper floor of pleasant classrooms, was also ready for occupancy, at a cost of \$15,000. Thus the school building, now reasonably convenient and fairly adapted to its uses, furnishes an interesting example of architectural accretion, as well as of the difficulty of planning for an educational institution in a young and growing country.

A word may be said in this connection concerning the school grounds. The site was admirably chosen, its ten acres covering the crown and slopes of a fine knoll, or ridge. The wise foresight and vigorous persistency of Pres. Arey caused this to be tastefully planted, at the outset, with trees and flowers.

After his departure, but little was done in the way of improvement until 1886. Then, a somewhat drastic thinning and pruning process opened the way for some fresh planting and the introduction of a greater variety of trees and shrubs. For some years past, the end has been steadily held in view of converting the grounds, without impairing their beauty, into an arboretum, in which shall be found every species of tree capable of enduring this climate. Already about 100 species are represented. Meanwhile, the free use of the lawnmower and of artesian water, has caused Normal Hill to be-



come a delight not only to the occupants but to all beholders. Not the least of the educational influences of the Whitewater Normal School is exerted through the grass, the flowers, the trees, and the wild birds of its beautiful campus.

#### 10. THE ACADEMIC DEPARTMENT.

From the first year of the school, the higher grades of the model school were designated as the "Academic Department". The early catalogues said of it,—“This department includes the highest grade of pupils in the training school. These pupils, where their studies correspond, are placed in the same classes with the Normal pupils, having thus all the facilities of instruction given in the higher department. This gives them the best educational facilities that an academy can afford.” The object of this department was not so much to serve as a part of the school of practice as to afford academic facilities to the local community, which felt itself entitled to such privileges by reason of the bonus it had given to secure the location of the school.

The first teacher of this department, in 1868, was Miss Catherine H. Lilly. In 1869-70, it was in charge of Miss Etta Carle; and the following year, 1870-71, it was taught by Miss Anna W. Moody, afterwards, for many years, a prominent member of the faculty of the Oshkosh Normal School.

The following year, 1871-2, it was in charge of Prof. S. S. Rockwood, previously professor of mathematics in Milton College, who was promoted the next year, to the professorship of mathematics in the normal department, which position he held until he resigned, in 1881, to become Assistant State Superintendent. A biographical sketch of Prof. Rockwood will be found in Part III.

In July, 1875, the Board of Regents had under consideration the enlargement of the scope of this department, called Grammar Department in the other schools, so as to make it



a full preparatory or fitting school for college. In February, 1876, the following resolution was adopted:

“Resolved, That the report of the Committee on Course of Study and Text-books, upon the resolution relating to making the course of study in the Grammar Departments of the several Normal Schools fully preparatory for entrance into the State University, at the earliest practicable day—a report presented at the last annual meeting of the Board, but further consideration of which was deferred until the present meeting—is hereby approved and adopted, as indicating the general policy of this Board, and the recommendation of adoption of the resolution reported upon is hereby concurred in.”

At the next meeting, July, 1876, Prof. Jos. H. Chamberlin was elected “Principal of the Grammar (Academic) Department at Whitewater” at a salary of \$1500 a year. Miss Emily Wright was transferred from the River Falls Normal School as his assistant. This year, 1876–7, was perhaps the highwater mark of the Academic Department. In the general re-organization which closed the first year of Pres. Phelps’s administration, Prof. Chamberlin was left out, and his place was taken by Miss Helen L. Storke, a very competent lady, who had as assistant her sister, Miss Isabella Storke. Prof. Chamberlin has now been, for some years, a prominent member of the faculty of Marietta College. Miss Kate E. N. Tupper, now Mrs. Galpin, was principal of the department from 1881 to 1885.

The effort to prepare students for college soon relaxed, however, and conviction grew in the minds of the Board that the normal schools should confine themselves strictly to their legitimate business, the preparation of teachers. In February, 1885, this feeling culminated in the adoption by the Board of a resolution abolishing the tenth, eleventh and twelfth years of the Grammar school course at the Whitewater school. The last person designated as principal of this department was Mrs. Lena B. Shepherd, for the year 1885–6. The elimination of this academic work from the school gave rise to con-



siderable feeling on the part of the people of Whitewater, who felt that their rights had been ignored. But the results were good to all concerned; for the action led to the development of a good high school, which the town had long needed, while the normal school was freed from its non-professional element and was divested of any local character, becoming more truly a State normal school.

#### II. THE PREPARATORY DEPARTMENT.

As early as the school year of 1871-2, there appears to have been in the school what was called a Preparatory Class, composed of those who were not quite able to pass the entrance examinations. But not until the administration of Pres. Stearns, was this class advanced to the dignity of a department and given a room and teacher of its own. The first teacher of this department was Miss Harriet A. Salisbury, who had charge in 1881-2, and again from 1883 to 1888. Under her capable administration, the "Preparatory" became an adjunct of great value to the school and of great utility to those receiving its privileges; and this character it has ever since maintained. Miss Mary L. McCutchan has been its Principal since 1889.

Many a teacher in Wisconsin now successfully pursuing his vocation has reason to feel grateful for the Preparatory Department in the normal schools. Not a few of the graduates of this school have commenced their work in the preparatory class. If they had been refused admission, if that draw-bridge into the normal school had not been let down to them, in most cases their educational career would have ended then and there. They would not have gone to the high school or any other school, but pride and discouragement combined, would have sent them back to dull rusticity. One reason why this would inevitably be so is found in the age of those applying for admission. The average age of those admitted to the normal department of this school for some years past is but a



fraction less than 20 years. Over half of those admitted to the preparatory class range from 18 to 25 years of age. They are people who have missed early advantages but have finally rallied by their own force, to make a final effort at personal development. Such people cannot be thrown back upon the country school; they will not, as a rule, find a proper environment in the high school. They are at too great a disadvantage there, socially and every way. The normal preparatory class affords them just the harbor they need in which to get themselves trimmed and balanced, to establish self-confidence and habits of mental work; and many a respectable mind, to-day, may well bless the "Preparatory Class" for the exceptional opportunity which it affords for getting into line and under way.

#### 12. THE CONSTITUENCY OF THE SCHOOL.

The territory naturally tributary to the Whitewater Normal School is narrowly restricted. On the south, the State line is but 24 miles away. To the west, are the Platteville School and the State University. Oshkosh is but 80 miles to the north; and Lake Michigan is only 50 miles eastward. It thus happens that the school commands an area only about 75 miles in diameter; and even this is divided with the Milwaukee Normal School.

The excellent character of the Whitewater city schools, including the high school, relieves the Normal from the non-professional local membership so prominent in some normal schools. At the present time, less than 20 per cent. of the membership of the normal department, including the preparatory classes, is from the vicinity of Whitewater.

The growth of the school has been steady and healthful, as is shown by the following table:



TABLE OF ATTENDANCE—1868-93.

SCHOOL YEAR.	NORMAL DEPARTMENT.			MODEL DEP'T.	GRAND TOTAL.
	Male.	Female.	Total.	Both Sexes.	
*1868-69.....	77	75	172	181	353
1869-70.....	70	118	188	173	361
1870-71.....	80	110	190	104	294
1871-72.....	77	114	221	154	375
1872-73.....	80	144	224	141	365
1873-74.....	121	165	286	81	367
1874-75.....	88	146	234	122	356
1875-76.....	94	191	285	100	385
1876-77.....	133	210	343	130	473
1877-78.....	109	206	315	137	452
1878-79.....	109	181	290	141	431
1879-80.....	89	191	280	169	449
1880-81.....	87	216	303	174	477
1881-82.....	95	207	302	154	456
1882-83.....	104	210	314	161	475
1883-84.....	101	235	336	175	511
1884-85.....	112	231	343	178	521
1885-86.....	112	232	344	145	489
1886-87.....	99	227	326	108	434
1887-88.....	100	233	333	111	444
1888-89.....	99	244	343	108	451
1889-90.....	116	267	383	119	502
1890-91.....	97	229	326	125	451
1891-92.....	93	232	325	118	443
1892-93.....	84	212	296	113	409

\*Including the spring term of 1868.

In the above table, the preparatory class is counted with the normal department, and the academic department with the model school. It will be seen that the largest attendance recorded is that of 1889-90, when 383 students were enrolled, exclusive of the model school. The greatest membership of the model school was 178, in 1884-85; but the abolition of the "Academic Department" in the year following cut the attendance down from that time forward.

For about twenty years, the school derived its students principally from the common schools; and the preparatory class was evolved as a necessary connecting link between the country schools and the normal school. Of late years, however,



the admission of high school graduates to the junior class of the normal course has resulted in drawing in this class of pupils in increasing numbers.

### 13. COURSES OF STUDY.

Until the year 1874, there was practically but one course of study in the normal department, that being three years in length. In July, 1874, two courses were established by the Board of Regents, the Elementary Course of two years, and the Advanced Course of four years. In 1880, another half-year was added, making the courses  $2\frac{1}{2}$  and  $4\frac{1}{2}$  years respectively, which arrangement maintained until 1892. In July, 1892, a radical revision of the courses of study in the Wisconsin normal schools was effected, and the elective principle was introduced.

The details of this new schedule, as adopted by the Board of Regents, are as follows, the time-limits specified being the *minimum* requirements in the several branches.

#### I.—THE ENGLISH COURSE.

Mathematics: Arithmetic, algebra and geometry.....	80	weeks
Book-keeping, optional.....	10	"
Vocal music.....	20	"
Drawing.....	40	"
English language: Orthoepy, reading, word analysis, grammar and composition, rhetoric and literature, in all.....	120	"
Natural sciences, required: geography, including physical, 20 weeks; physiology, 10 weeks; botany, 10 weeks; physics, 20 weeks. In addition to this, at least 50 weeks' work from the following elective list, viz.: Physiology, 10 weeks; botany, 10 weeks; zoology, 20 weeks; chemistry, 20 weeks; geology, 20 weeks; physics, 20 weeks. Minimum aggregate in natural science.....	110	"
United States history and civil government.....	30	"
General history.....	25	"
Political economy.....	15	"
Professional work: School management, school law, and theory and methods of teaching, 50 weeks; practice teaching, 40 weeks; reviews in common school branches with special reference to teaching, 30 weeks; psychology, and science and history of education, 40 weeks. Minimum aggregate of professional work.....	160	"
Minimum aggregate of English course.....	600	"



## II.—THE LATIN COURSE.

Mathematics: Arithmetic, algebra and geometry.....	80 weeks
Vocal music.....	20 "
Drawing.....	20 "
Latin.....	120 "
English language: Orthoepey, reading, grammar and composition, rhetoric and literature.....	80 "
Natural sciences: Geography, including physical, 20 weeks; physi- ology, 10 weeks; botany, 10 weeks; physics, 20 weeks; zoology or chemistry 20 weeks; aggregate in natural science.....	80 "
United States history and civil government.....	30 "
General history.....	25 "
Political economy.....	15 "
Professional work: As in the English course.....	160 "
Minimum aggregate of Latin course.....	630 "

*N. B.*: Two years (80 weeks) of German may be substituted for the Latin, in which case the requirements in English language shall be the same as in the English course, viz., 120 weeks.

## III.—THE ELEMENTARY COURSE.

Mathematics: Arithmetic, 10 weeks; algebra, 20 weeks; geometry, 20 weeks; total.....	50 weeks
Book-keeping, optional.....	10 "
Vocal music.....	20 "
Drawing.....	20 "
English language: Orthoepey and reading, 20 weeks; word analysis, 10 weeks; grammar and composition, 30 weeks; total.....	60 "
Natural sciences: Geography, including physical, 20 weeks; physi- ology, 10 weeks; botany, 10 weeks; physics, 20 weeks; total. ...	60 "
United States history and civil government.....	30 "
Professional work: School management, school law, theory and methods of teaching, 50 weeks; reviews in common school branches with special reference to teaching, 30 weeks; practice teaching, 20 weeks; total.....	100 "
Minimum aggregate of elementary course.....	340 "

## ONE-YEAR PROFESSIONAL COURSE.

The course of training in the one-year's course shall consist of:

1. A course of 10 weeks in review and methods in each of the following branches, viz.: Reading, arithmetic, geography and grammar.
2. A course of 40 weeks in school management, school law, and theory and methods of teaching, supplemented by 20 weeks of class-teaching in the schools of practice.
3. A course of 10 weeks in psychology and its applications to teaching.
4. A course of 20 weeks in drawing.
5. A course of 20 weeks in composition and rhetoric, and a course of 10 weeks in either natural history or civics.



## 14. THE RESIDENT REGENTS.

The school has been fortunate in its local representation in the Board of Regents. Three men only have held the position of Resident Regent. The first, Hon. S. A. White, was appointed regent by Gov. Lewis, in 1865, though of opposite political faith. Judge White was a man of wealth and great public spirit; and he labored assiduously and effectively for the establishment and development of the school, as is more fully related in Mr. D. S. Cook's paper in Part II. Resigning the regency in 1870, he was succeeded by Hon. T. D. Weeks, then, as now, the leading lawyer of the place, who was Resident Regent from 1870 to 1874, at which time Judge White was re-appointed, serving another term of three years. He retired finally in 1877, and was again succeeded by Mr. Weeks, who then held the position for an unbroken period of twelve years, acquiring an intimate acquaintance with the administration and the needs of all the normal schools. In February, 1889, Mr. E. M. Johnson, President of the Citizens' Bank, was appointed regent by Gov. Hoard, which position he still fills with great acceptance to all concerned. These three men have thus served the school and the State for twenty-eight years, giving much valuable time and thought to this uncompensated service.

## 15. ROSTER OF THE FACULTY.

Biographical sketches of some of the more prominent members of the Faculty are given in Part III. But this could hardly be done for the whole number, ninety-three in all, who have been connected with the school as teachers since 1868. A complete list is here appended, however, with dates of entering and closing service. The names are arranged in the order of entrance into the corps of instruction.

OLIVER AREY, mental and moral philosophy and pedagogics.....	1868-76
J. T. LOVEWELL, mathematics.....	1868-72
MRS. H. E. G. AREY, preceptress, rhetoric and drawing.....	1868-76
EMILY J. BRYANT, grammar, geography and history.....	1868



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J. J. BROWN, M. D., natural science.....	1868-69
HARVEY H. GREENMAN, vocal music.....	1868-74
VIRGINIA DEICHMAN, instrumental music.....	1868-77
CLARINDA D. HALL, grammar, etc.....	1868-70
CATHERINE H. LILLY,                    } teacher grammar department .....	1868
} grammar and Latin.....	1871-77
ADA HAMILTON, teacher intermediate department .....	1868
SARAH A. STEWART,                    } teacher primary department.....	1868-69
} geography and history.....	1869-72
T. C. CHAMBERLIN, natural sciences.....	1869-73
ELIZA GRAVES, teacher intermediate department.....	1869
HELEN M. BOWEN, teacher of grammar department.....	1869
ETTA CARLE, intermediate and academic departments.....	1869-70
S. E. VANSICKLE, teacher intermediate department.....	1869-70
MARY A. BRAYMAN, teacher primary department.....	1869-71
ANNA W. MOODY, principal academic department.....	1870-71
SAMUEL R. ALDEN, elocution and grammar.....	1870-71
SHEPPARD S. ROCKWOOD,               } principal academic department.....	1871-72
} professor of mathematics.....	1872-81
SARAH E. ELDREDGE, teacher primary department.....	1871-75
MARY DELANEY, geography and history.....	1872-87
MARTHA TERRY, principal academic department.....	1872
ALBERT SALISBURY,                    } conductor of institutes, etc.....	1873-82
} president, etc.....	1885 —
MARTHA I. BURT, principal academic department.....	1873
ANNIE M. GREENE, principal academic department.....	1873-76
HERBERT E. COPELAND, natural sciences.....	1873-75
GARRY E. CULVER, penmanship and vocal music.....	1874-77
GEO. R. KLEEBERGER, natural sciences.....	1875-78
ELLA A. WEBSTER, teacher primary department.....	1875-76
MAGGIE E. WICKER, teacher intermediate department.....	1876
WM. F. PHELPS, mental and moral science and pedagogics.....	1876-78
MRS. A. J. FIELD, English grammar and rhetoric.....	1876-77
JOSEPH H. CHAMBERLIN, principal academic department.....	1876-77
EMILY WRIGHT, assistant principal academic department.....	1876-77
MRS. J. D. LEE, teacher intermediate department.....	1876-77
MAY L. ALLEN, teacher primary department.....	1876-78
MARGARET M. THOMAS, English grammar, rhetoric and literature....	1877-78
MRS. E. M. KNAPP, vocal music.....	1877-93
ISABEL LAWRENCE, supervisor of practice teaching.....	1877-78
HELEN L. STORKE, principal academic department.....	1877-80
ISABELLA J. STORKE, assistant academic department.....	1877-80
MISS K. S. OSBORNE, teacher intermediate department.....	1877-78
W. SEYMOUR JOHNSON,                   } drawing and penmanship.....	1877-81
} natural sciences.....	1881-85
J. W. STEARNS, president, mental science and pedagogics.....	1878-85



LYMAN C. WOOSTER, natural sciences.....	1878-81
EMMA M. FARRAND, English language and literature.....	1878-80
MARGARET E. CONKLIN, { supervisor of practice teaching.....	1878-83
{ teacher of geography.....	1887-89
CORNELIA E. ROGERS, { assistant grammar department.....	1878-82
{ principal preparatory department.....	1882-83
{ United States history and mathematics.....	1883-89
{ teacher of geography.....	1889 —
MRS. ADA RAY COOKE, { teacher intermediate department.....	1878-86
{ reading and English branches.....	1886 —
FANNY C. TIMANUS, teacher primary department.....	1878-79
CLARA L. WRIGHT, teacher primary department.....	1879-80
MARY L. AVERY, English language and literature .....	1880-87
ELLEN L. CLOTHIER, ancient languages and principal grammar department.....	1880-81
ELLEN A. PERSONS, assistant grammar department.....	1880-83
ELLEN J. COUCH, teacher primary department .....	1881-91
THERON B. PRAY, { mathematics .....	1881-88
{ conductor of institutes, etc.....	1888 —
J. N. HUMPHREY, Latin, etc.....	1881 —
AGNES HOSFORD, United States history, penmanship and mathematics .....	1881-84
HARRIET A. SALISBURY, principal preparatory department.....	{ 1881-82
	{ 1883-88
KATE E. N. TUPPER, principal grammar department.....	1881-85
J. W. GIBSON, reading and political economy.....	1882-83
C. W. CABEEN, natural sciences.....	1883
HENRY DOTY MAXSON, conductor of institutes, etc.....	1883-88
W. F. BUNDY, M. D., natural sciences.....	1883-86
ELIZABETH HARGRAVE, methods and supervisor of practice teaching..	1883-84
FRANCES A. PARMETER, methods and supervisor of practice teaching.	1884-91
HELEN M. FARRAND, assistant grammar department.....	1884-85
MRS. LENA B. SHEPHERD, principal grammar department. ....	1885-86
BERTHA SCHUSTER, assistant grammar department.....	1885-87
JOHN W. STUMP, natural sciences.....	1886-88
CLARA F. ROBINSON, drawing and physiology.....	1886-90
EMMA J. FULLER, teacher intermediate department.....	1886-91
ALFRED J. ANDREWS, director of physical training.....	1886-87
SARA E. WHITAKER, English language and literature.....	1887-88
MARY R. SAXE, assistant preparatory and grammar departments....	1887-89
GEO. C. SHUTTS, mathematics and general history.....	1888 —
ARTHUR A. UPHAM, natural sciences.....	1888 —
ANNIE M. COTTRELL, English language and literature .....	1888 —
MARGARET HOSFORD, { principal preparatory and grammar dep'm'ts .....	1888-89
{ United States history and mathematics.....	1889 —
MAY CHURCH, physical training.....	1888-89
MARY L. MCCUTCHAN, principal preparatory and grammar dep't....	1889 —
ANNA BARNARD, assistant preparatory and grammar departments....	1889-93



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GERTRUDE L. SALISBURY, physical training.....	1889-92
LIZZIE HUGHES, { drawing and physiology.....	1890-92
{ drawing and penmanship.....	1892 —
ANNIE KLINGENSMITH, methods and supervisor practice teaching....	1891-92
KATHERINE G. SPEAR, teacher intermediate department.....	1891-93
HATTIE L. GOETSCH, teacher primary department.....	1891 —
NINA C. VANDEWALKER, methods and supervisor practice teaching...	1892 —
LENA BATEMAN, physical training and physiology.....	1892 —
LOUCILE E. WRIGHT, teacher intermediate department.....	1893 —
ALICE P. BRAY, assistant preparatory and grammar departments....	1893 —
EDITH BENNETT, vocal music.....	1893 —



## PART II.

### THE QUARTER-CENTENNIAL CELEBRATION.

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Although the school opened in the month of April, 1868, it was not thought expedient to celebrate the completion of its first quarter-century on the exact date; but Thursday, June 22d, the day following Commencement (1893), was chosen for the purpose. The following program had been prepared by a Committee of the Alumni Association in conjunction with the President of the school.

#### *FORENOON EXERCISES.*

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AT THE CONGREGATIONAL CHURCH, 9:30 A. M.

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MUSIC.

Opening Address, - - - - - PRESIDENT SALISBURY.  
"Whitewater and the Normal School," - - - - - D. S. COOK.

MUSIC.

"Early Days at the Normal," - HON. CHAS. L. BROCKWAY, Class of '70.  
"Student Life at Whitewater," - PRINCIPAL ALEX. CORSTVET, '91.

MUSIC.

"The Faculty," - - - - - PROF. LEWIS H. CLARK, '79.  
"The Alumni as a Force," - - - - - MISS CORNELIA E. ROGERS, '82.

#### *AFTERNOON EXERCISES.*

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IN THE GYMNASIUM, AT 2 P. M.

#### CALISTHENIC DRILLS BY YOUNG LADIES.

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IN NORMAL HALL, AT 2:30 P. M.

Necrological Report, - - - - - MRS. ADA RAY COOKE, '77.  
"Professional Training at Whitewater," MISS MARGARET E. CONKLIN, '73.  
"Physical Training at Whitewater," PRINCIPAL CHAS. M. GLEASON, '91.  
"The Literary Societies," - - - - - MRS. BERTHA S. BEACH, '83.  
"The Fire, April 27, 1891," - - - - - PRINCIPAL H. D. KEYES, '92.  
Five-Minute Talks by Graduates and Teachers.

Some of the above papers may not be read; but all will  
be printed in the History.

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ALUMNI BANQUET,  
AT THE HOTEL WALWORTH, 7:00 P. M.



The following condensed report of the exercises appeared in the *Whitewater Register* of June 29th, which also published several of the papers in full.

#### QUARTER-CENTENNIAL OF THE STATE NORMAL SCHOOL.

Our last issue, which contained a report of the regular exercises of commencement week, went to press while the celebration of the 25th Anniversary of the Normal School was in progress. The day was clear and cool, perfectly adapted to the spirit and needs of the occasion. At 9:30 A. M. a fine audience had assembled in the Congregational church, composed in about equal parts of students of the school, citizens of Whitewater, and visiting friends, including graduates and former students.

The exercises were opened with prayer by Rev. Jas. DeLaney, of whom Pres. Salisbury remarked that no man of his profession had stood in so close a relation to the school, or for so long a time. Then followed a song by a chorus of young ladies from the school, and a brief and informal address by President Salisbury. He was at his best that morning, for all anxiety in regard to the success of the anniversary had disappeared in consequence of the splendid attendance, and he proved that the function of presiding officer could be made one of the best features of an entertainment.

On the platform at his right, stood a fine oil painting of Hon. S. A. White, the first Resident Regent of the school, which had arrived that morning from St. Paul. Of this, further mention will be made in connection with the exercises.

The regular business of the morning began with an interesting paper by our townsman, Mr. D. S. Cook, which is presented herewith, entire. Much labor had been spent in gathering the materials for this paper; but it was evidently a labor of love.

After a solo by Mrs. Lemmel, rendered in her usual charming and easy manner, came a paper on "Early Days at the Normal," written by Hon. Chas. L. Brockway, of Sioux Falls, S. Dakota, and read in his absence by his old-time classmate, Miss Mary L. McCutchan; it was full of interest to old and new Normalites alike.

Next came a paper by Alex. Corstvet, Principal of the Stoughton schools, on "Student Life in Whitewater." Many



of our readers are familiar with Prof. Corstvet's power as a writer, and need only to be told that this effort was in his best vein, reflective, wise, and beautifully expressed. But for the fact that this, with all the other papers presented, will be published in book form, we should still further tax our space to reproduce it in full.

At the close of Mr. Corstvet's address, President Salisbury said, "When it became known that these exercises were to take place, one of the first things to be said to me was, 'Lizzie Church must sing.' He then called forward Mrs. S. D. Lewis, of Janesville. She was not allowed to retire without an encore, to which she responded in a manner that will not soon be forgotten by those present.

The next speaker was Prof. L. H. Clark, of the River Falls Normal School, whose theme was "The Faculty." It was no easy matter to stand up in the presence of some of his old teachers and pronounce judgment upon them as educators. But Mr. Clark was equal to the occasion and performed his task with much force and discrimination.

Miss Cornelia Rogers fitly followed with the topic, "The Alumni as a Force." Her paper was a compact and interesting summary of the work done by the 209 graduates of the schools in many directions, teaching, science, the learned professions, and home-making.

Mr. Wm. H. Knapp sang a solo with great acceptance, when the forenoon exercises were concluded by a feeling extemporaneous address from Pres. Wm. C. Whitford of Milton College.

The afternoon exercises opened with a gymnastic exhibition by a class of young ladies under the direction of Miss Lena Bateman, the accomplished director of the Normal gymnasium. The drills were finely executed and gave great satisfaction to the onlookers. At their close, a large audience gathered in Normal Hall, where the portrait of Judge White, donated by his daughters, Kate and Flavia, was formally presented to the school by Prof. S. S. Rockwood, whose speech is appended to this report.

After this, the leading feature of the afternoon was a paper by Mrs. Ada Ray Cooke, called, in the printed program, a Necrological Report. This tribute to the worth and memory of what the President called "Our Alumni Gone Before," was



so true in feeling and so felicitous in expression that we cannot forbear giving it in full.

Next came a bright and interesting paper by Prof. Chas. M. Gleason, Principal of the Ashland High School, on "Physical Training at Whitewater," after which Sam. R. Alden, Esq., whose name heads the list of graduates, and who is now a prominent member of the Ft. Wayne, Ind., bar, was called out for a brief extemporaneous address.

Papers by Miss Margaret E. Conklin, of Milwaukee, on "Professional Training at Whitewater," and by Mrs. Bertha Beach, of Whitewater, on "The Literary Societies," were necessarily omitted from the program, but will appear in the book soon to be issued.

The exercises of the afternoon were agreeably interspersed with music,—a quartette of young ladies of the school, a piano solo by Miss Hattie Denison, and two by Mrs. Lemmel, all beautifully rendered.

#### THE BANQUET.

In the evening, a company of more than one hundred gathered at Hotel Walworth and enjoyed a banquet which did great credit to the resources of that well reputed hostelry. Prof. G. W. Reigle, president of the Alumni Association, occupied the official chair, and when the last course was finished, he announced that a few short speeches, more or less impromptu, would come next on the program. He first called on S. R. Alden, Esq., of Fort Wayne, whose practice as an attorney stood by him well in the emergency. E. D. Coe, E. M. Johnson, W. S. Johnson, S. S. Rockwood, Pres. Salisbury and Sen. Weeks followed as called on. The class that had been graduated the day before were present and sang their class song to the great delight of all listeners. They were so heartily encored that they had to do something, and finally responded with "Co ca che lunk." After leaving the tables, an hour of very enjoyable social converse followed. Many of the Alumni had not been in the city before since their graduation. All felt that it was a very desirable thing to keep in closer touch with each other and the school; and there was much favorable comment on the suggestion that the annual meetings of the alumni be of a more open character hereafter, taking in a larger outside element than had been the practice of late years. The sug-



gestion of Sen. Weeks that the people of the city would be very glad to receive and entertain the former members of the school as old friends at the Alumni meetings was cordially seconded by all other citizens of the place who were present; and it is hoped that it may bear fruit in bringing back each year larger delegations from the grown up and departed children of the Normal.

The alumni present were as follows: S. R. Alden, Fort Wayne, Ind., Mary L. McCutchan, Whitewater, '70; Annie M. Greene, Spring Prairie, '72; Walter Allen, Milwaukee, Jennie Church Potter, Wauwatosa, Margaret E. Conklin, Milwaukee, L. C. Wooster, Eureka, Kansas, '73; S. B. Lewis, Janesville, Jannet E. Stewart Ingalls, Whitewater, '74; Nellie A. Bassett Wooster, Eureka, '76; Ada R. Cooke, Whitewater, Celia A. Salisbury, Denver, '77; Ella C. Cook Cass, Whitewater, Ella A. Hamilton, Memphis, Alice L. Meadows Clark, River Falls, Ella J. Mansur Fowle, Chicago, Enos S. Richmond, Oshkosh, '78; Mary J. Beach, St. Paul, L. H. Clark, River Falls, G. W. Reigle, Tomah, '79; Carrie A. McCutchan Marshall, Whitewater, '80; Mary L. Bassett, Denver, Annie L. Cook, Minneapolis, Cornelia E. Rogers, Whitewater, Mary V. Vilas, Englewood, Ill., '82; Lily G. Leland Mereness, Milwaukee, Bertha Schuster Beach, Whitewater, H. Minnie Vilas, Englewood, Ill., '83; Susan M. Porter, Lake Mills, Allen B. West, Reedsburg, '84; Ida M. Cravath, Whitewater, S. H. Hilliard, Warren, Ill., Lillie B. Webster, Milwaukee, Rose A. Webster Parmly, Ogden, '86; Flora Stewart, Whitewater, '87; Sarah Dickie, Kenosha, Wm. F. Winsey, Appleton, '90; John F. Bergen, Prairie du Sac, Lulu M. Carpenter, Janesville, Alex. Corstvet, Stoughton, C. M. Gleason, Ashland, Claude Greengo, Merton, Katharine A. Muck, Whitewater, May R. Shepherd, Milwaukee, '91; Mary B. Cravath, Lake Geneva, Harry D. Keyes, Friendship, Flora B. Potter, Appleton, Jennie Root, Appleton, '92; all of the class of '93.

The officers of the Alumni Association for the next year are: Enos S. Richmond, president; Margaret E. Conklin, vice-president; Katharine A. Muck, corresponding secretary; Flora B. Potter, recording secretary; Bertha Schuster Beach, treasurer.

As indicated in the above report, a notable feature of the day was the presentation to the school of a fine oil-painting



of Hon. S. A. White, the first Resident Regent of the school, from his daughters Misses Kate and Flavia White, now residing in Minneapolis. The presentation speech by Prof. S. S. Rockwood, a former teacher in the school and late Assistant Chief of the Weather Bureau at Washington, is given in this connection, after which follow the regular papers of the program in the order in which they were presented.

PROF. S. S. ROCKWOOD'S PRESENTATION REMARKS.

MR. PRESIDENT:—My part in the present program is wholly incidental and wholly under my own control, and therefore it shall be brief. I am charged with a very pleasant duty, and am sure of the sympathy of all even before I commence.

No one can possibly hold in higher appreciation than I do re-unions and memorial celebrations. They are valuable and useful when they occur from year to year, and they are still more so when they mark periods and epochs; and when they are quarter-centennials they are of such importance as not to be lightly passed over.

In the midst of these rejoicings, in the midst of celebrating these human triumphs over Time the gray beard, "the fierce spirit of the glass and scythe," in the midst of these greetings of the returned wanderers, whose delight at returning adds joy to your welcoming, I am sure your minds turn unavoidably to the absent, to those who are detained on the "hither side" by stress of carking cares or costly distance, and especially to those who are detained forever and ever on the "thither side" by that dire necessity that awaits us all in the end.

The old poet said in immortal verse that he had builded himself a monument more enduring than brass, for brass is only rust, and marble and granite are only a little firmer dust, and his was a monument of thought. Judge Samuel A. White, whose portrait I am commissioned by his daughters, now residing in a distant city, to present to this school, has built for himself a-lasting monument in the establishment of



this school, a perennial fountain of thought, whose success we trust shall endure to the end. It was his work more than any other man's, as you have heard already to-day, that turned the hesitating scales and gave this great normal school to this beautiful city to shed perpetually its multifarious blessings not only on this community and State, but on all the States that touch its fortunate borders. There is always a vital, fateful moment in the history of the location of every normal school in this State, and at that moment the community that has the right man managing its interests gets the school. Judge White threw into the balance the right weight at the right time, and you all know what has happened.

Mr. President, into your hands, by command of his loving daughters, I give you this portrait. Take it and place it in the assembly room where the young people, who daily come and go, may look upon the face of a man who bore himself modestly and yet firmly. Who was calm, judicious, and just. Who never acted from unchastened impulses, whose ill-considered thought nor act ever worked injury to any community, and who was always the gentleman, kindly, courteous and safe. A man who never shrank from a duty, and who brought this community and its coming generations a lasting good by his early and long-continued services for the institution that nourishes them.

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After the presentation of the portrait which is a very fine one, both as a likeness and as a work of art, the association appointed a committee to draft resolutions, and adopted them when offered. They were as follows:

#### RESOLUTIONS.

WHEREAS, The Misses White have donated to the Whitewater State Normal school a portrait of their father, Hon. S. A. White, the first Resident Regent of the school, and

WHEREAS, The memory of his valuable services in behalf of this institution is still cherished by faculty, alumni and citizens,



*Resolved:* That the heartfelt thanks of this body of faculty, alumni, students and citizens assembled in celebration of the 25th anniversary of this school, be communicated to the generous donors.

*Resolved:* That the President of the school be requested to inform the Misses White of this action, and that a copy of these resolutions be furnished the *Whitewater Register* and *Whitewater Gazette* for publication.

L. H. CLARK,

T. B. PRAY,

MARGARET E. CONKLIN,

*Committee.*

### WHITEWATER AND THE NORMAL SCHOOL.

BY D. S. COOK.

I was greatly gratified when Pres. Salisbury asked me to prepare a paper, to read before you on this important day in the history of the Whitewater Normal School. I was gratified that he should think me competent to do the work assigned me, though my confidence in his good judgment was somewhat shaken. What I shall say will resemble the historical novel, whose chief claim to accuracy is its names and dates, the filling in being more or less fictitious. Much that I present you is traditionary, but, while open to criticism, is mainly correct, as correct as man's unreliable memory usually permits. Certainly much of it is not a matter of record, and some of its statements may be disputed. The right to be disputed is an inalienable one.

I have carefully examined the proceedings of the Board of Regents, from the day of its organization up to the year 1870, and the record is remarkable for that which is not recorded.

Sept. 26, 1860, it is entered on the minutes that Major Rufus Cheney, who died last week, H. L. Rann, and others, appeared before the Board, urging the claims of Whitewater for a normal school, and offering lands and buildings, and asking the Board to say on what terms their request could be granted. No action was taken by the Board. May 26, 1865, the Board of Regents instructed the officers to advertise for sealed proposals for donations in money, lands, buildings, etc., the time



for receiving proposals to extend to Sept. 1, '65. Sept. 7, '65, Hon. C. C. Sholes, Hon. Wm. E. Smith, and Hon. J. G. McMynn were selected to visit the localities making proposals. The Board met in Milwaukee, May 2, '66. Hon. S. A. White reported that the title to the present site was nearly completed, and gave evidence that the necessary bonds had been deposited with the State treasurer, thus complying with the law. Sept. 6, '66, the Board instructed the building committee to proceed with the work of building the normal school at Whitewater, according to plans and specifications prepared by architect Randall, of Chicago, and to employ a suitable superintendent. Nov. 21, '66, the sum of \$3,000 was appropriated to be expended under the direction of Supt. N. M. Littlejohn, and the president and secretary were authorized to draw warrants for such moneys as might be due for work done on the Whitewater Normal School.

March 23, '67, the sum of \$8,000 was appropriated to finish the normal school at Whitewater. Sept. 24, '67, the Board authorized the Governor and Regent Wm. E. Smith to employ a principal for the school, and the building committee to put in heating apparatus, for the purpose of protection, and that the work might continue during the cold weather that the building might be finished during the fall. Dec. 31, '67, the committee on employment of principal reported that they had selected Prof. Oliver Arey, with a salary of \$2,500, and they had appropriated the sum of \$300 to pay expenses of his moving from Buffalo to Whitewater. Said committee were authorized to select the faculty.\* Jan. 28, '68, Regents Starr and White were appointed committee to select books, apparatus, and things needed for the Whitewater Normal School. Jan. 28, '69, Pres. Arey presented before the Board the question of laying out the grounds, and the sum of \$100 was appropriated for that purpose. Supt. Littlejohn reported that the sum of \$54,390.52 had been expended, and debts remained unpaid \$2,519, and needed for completion, \$1,500.



July 15, '69, bills presented by Regent S. A. White show an expenditure of \$552.20 in beautifying the grounds, and of that amount the citizens of Whitewater had donated \$392.72. As the foregoing was taken from the secretary's books, it must be worth its face; but who can read between the lines?

The balance of this paper may be taken for what it is worth. Though not apparent, each person present is making history. Twenty-five years from this day another volume of the history of the Whitewater Normal School will be closed, and your thoughts and words and acts will have given color and tone to it; and though your names may not be read your influence will be felt.

I recall how often I heard from the visiting committee, when a boy in the district school, these words: "The President of these United States may be sitting on these benches." The language was Greek to our foolishness. But I have lived to see the prophecy fulfilled almost to the limit of its spirit. Among my mates, were lads whose names are known and honored the world over. In pulpit, in literature, in finance, men who are the peers of any, whom this country has delighted to honor. Did you dream that your actions and influence would be felt at the next quarter-centennial, how carefully would they be weighed. You may leave a record that will be a blessing to all who follow you. Of you who have seen fifty years, but few will be present at that meeting, but your lives and influence may be wrought into the fabric of this loved and honored institution. To-day, the influence of the Whitewater Normal School is felt, for good, in every county in the State. Its graduates are living testimony of its ability to do well the work assigned it. The school is proud of its graduates. The graduates are proud of their "Alma Mater."

Over forty years ago men were turning over, in their minds, plans for better educational advantages than could be had in the little brick school house, located in the park oppo-



site the residence of Mr. Coe. The little red school house was then, and still is a power, outside of politics. Little did Gov. Peck imagine, when he and his mates were planning mischief "in the little red brick," that they were making history. You can all see the outcome of it. At different times efforts were made to build up an academy, a seminary, a young ladies' boarding school, but none of them materialized.

During the year 1865, Hon. S. A. White was appointed a member of the Board of Normal Regents; and here let me say to those who are, and to those who are not familiar with the events of twenty-eight years ago, that through his determined and persistent efforts, and the generous use of his means, we are more indebted to Judge White for the locating and building of this normal school than to all other influences combined. Some of you remember how he labored in season and out of season, with hand on his purse, and with tongue, eloquent with conviction, coaxing, persuading and almost driving us, to take the step which he felt would bring to Whitewater and its people greater good than any other ever presented for our acceptance. To-day is his prophecy fulfilled.

Hon. W. H. Chandler, then State senator, spent Sunday, the 19th day of February, 1865, with Judge White; and the question of normal school building was fully discussed. Mr. Chandler was an enthusiastic friend of the normal school. In 1870, he was appointed member of the Board of Regents, and for twenty-one years gave his time and talent to the advancement of its interests, earning, deserving and still holding an honored place in the heart of every citizen of Wisconsin. Other members of the Board may be equally deserving, but none of them has been so long and so familiarly known to our people.

During the month of April, 1865, steps were taken toward establishing an academy in Whitewater, but the project was given up as soon as the question of locating a normal school came before the Legislature. Two plans for its loca-



tion were presented. One was to establish a normal school, *par excellence*, at Racine, having every needed equipment, in building and faculty, to make it *the* school of the State, leaving all thought of other schools in abeyance. The other plan, presented and ardently supported by Judge White, was the establishment of a normal school in each congressional district, beginning with two, and following with others as soon as they were needed, the buildings and equipments to be moderate, but sufficient for the needs of the time. The locations talked of were Milwaukee, Racine, Whitewater, Oshkosh, Stoughton, Sheboygan, and Platteville. As members from each district were present and felt a personal interest in the location, the plan presented by Judge White was adopted. At the suggestion of Hon. J. G. McMynn, a committee was appointed to visit and report upon the desirability of any location that might be presented, taking into consideration everything tending toward the welfare and success of the school. That committee in their report rated Racine higher than either Whitewater or Platteville. The Board of Regents gave notice that they would receive proposals for money, lands, buildings, etc., till the following September. In the month of August, the citizens of Whitewater voted to raise by town tax the sum of \$20,000 and donate it with a site, as an inducement to locate a normal school in Whitewater. The Milwaukee people were dilatory. After the time for receiving proposals had expired, they asked to have the bids reopened, and pledged the faith of their city to pay annually the sum of \$4,000 for five years, and that wealthy citizens of Milwaukee would donate a site. Platteville agreed to donate grounds, buildings, library, etc., estimated to be worth \$25,000. The committee consisting of Hon. J. G. McMynn, Hon. C. C. Sholes, and Gov. W. E. Smith, made their report the following March. The Board then decided to locate a school in Whitewater, provided we would donate the sum of \$25,000 and a suitable site.



A citizens' mass meeting was called at Metropolitan Hall. Wm. DeWolf called the meeting to order, John S. Partridge was chosen chairman, and T. D. Weeks secretary. Remarks were made in favor of accepting and complying with the proposition by Major R. Cheney, Hon. N. M. Littlejohn, and Hon. S. A. White. Resolutions were finally passed, thanking the committee, Messrs. Littlejohn, Rann and White, who had the matter in charge, for their efforts in securing the location of a normal school in Whitewater, and pledging the town to carry out the propositions presented by the Board of Regents. The plans of the proposed building, drawn by Architect Randall of Chicago, were on exhibition. The tax was voted and levied in July, 1866. It was bitterly opposed by many outside the village, who said it was a scheme to build up the village at the expense of the town. Time has shown that the town has been as largely benefited as the village. A few of the village people opposed the movement, but a large majority of village and country were enthusiastic for it; and to-day no one regrets the sacrifices made.

The season was rapidly passing, and many feared the work of building would be delayed another year. August 8th, the Board gave notice to the contractors that they would receive bids for building, time to expire Sept. 4th. The architect's estimate was \$33,000. When the bids were opened none were found within the limit of the estimated sum. The building committee were instructed to go ahead with the work, without contract, and to meet the following week at Whitewater. At that meeting, the Hon. N. M. Littlejohn was selected to superintend the construction of the building, and work was begun on the foundation, Oct. 2d. As we gathered around and watched the huge boulders lie down in their beds of cement, to sleep the dreamless sleep of ages, our hopes grew bright and our faith grew strong. Our brightest hopes, our fondest anticipations have been more than realized.

"And yet! and yet!! The twenty-five years that have passed away  
Are but the rosy dawn of the coming day."



The building, as it now stands, after twenty-five years of service, is gratifying evidence of the ability and faithfulness of the superintendent. Before the work could be commenced, it was necessary that the money donated by our people, \$25,000, should be paid into the State treasury; and though the tax was levied, and sure to be paid, it could not be collected in time to meet the demand. To obviate this difficulty, Judge White and others deposited with the state treasurer, as security, their private government bonds. The bonds were redeemed by Mr. Littlejohn, then chairman of the board of supervisors, as per vouchers in the State treasury. The town officers decided to issue town bonds to the amount of the tax, 250 bonds of \$100 each. These were readily sold at par, Lyman Goodhue taking 110 shares, S. A. White fifty shares, Zerah Mead forty shares, Lewis Cook thirty-five shares, Wm. H. Wright five shares, Mrs. W. H. Wright ten shares. A private subscription was circulated to raise funds to pay for a site, the locating committee having decided to accept the one now occupied. Several others were talked of; one where the water-tower stands, one just north of the paper-mill, and one known as Geo. Dann's hill. The subscriptions were large, and were made readily. Several were \$500 each. Of those who gave freely and liberally, a large proportion have paid their last debt, notably, Samuel Prince, Lewis Vincent, S. A. White, Lyman Goodhue, N. H. Allen, L. A. Winchester, J. S. Partridge, Zerah Mead, Wm. H. Wright, E. S. Redington, R. O'Connor, Mrs. R. A. Trippe, and Geo. Esterly—later still, Major Rufus Cheney—and many others. I am greatly disappointed in not being able to place my hand on that subscription list. My impression is that the site cost between \$5,000 and \$6,000. Deacon Bush owned and occupied a portion of the front of the lot. Mr. Prueger lived in and owned a small house just east of the normal school building, and the balance of the land, in all about ten to thirteen acres, was deeded by Geo. G. Williams.



Cold weather put a stop to the work, and it was not resumed till July, 1867, at which time it was pushed vigorously. In the interval, the voice of the croaker was heard in the land, saying "the building will not be finished; we have thrown away our money."

The Racine people were up in arms because their claims to a normal school were ignored, and threatened to appeal to the courts for redress, saying they had raised more money than Whitewater, and charging that undue influences had been brought to bear on the locating committee, the *Racine Advocate* being the mouthpiece of the disaffected parties.

Of the members of the Board of Regents at the time of locating the first normal school, only four are living: they are Ex-Gov. Lucius Fairchild, Hon. Nelson Williams, Hon. John E. Thomas, and Rev. W. C. Whitford.

In December, '67, the Board secured the services of Prof. Oliver Arey as principal. He and his family arrived in Whitewater in January, '68. April 10th, the Legislature authorized the sum of \$8,000 to be used in completing the school. The formal opening took place April 21, 1868. Dedicatory services were opened by the Hon. Wm. Starr, president of the Board, followed by music by the glee class, the membership of the class being Mr. and Mrs. H. O. Montague, H. H. Greenman, Mrs. E. Dewey, Miss Hattie Birge, and H. H. McGraw. Prayer by Rev. J. McNamara. Solo: "It will be Summer Time Bye and Bye." President Starr made a brief address. President Arey followed, showing the importance of an education, the value of the normal school, and its history. A dedicatory song, written by Mrs. Arey, with music written by Dr. Greenman, was sung by the glee class.

Among those present were President Allen, of Platteville, President Chadbourne, of the State University, by whom impressive remarks were made, followed by short talks by Mr. Pomeroy, city superintendent of Milwaukee, J. L. Pickard,



city superintendent of Chicago, Rev. T. G. Colton, Rev. Mr. McNamara, Hon. H. Robbins, of Platteville, Hon. J. E. Thomas, and Hon. A. J. Craig, superintendent of public instruction, the exercises closing with the singing of Old Hundred by the entire audience.

Then began an epoch in the history of Whitewater of growth and usefulness such that coming years only can tell the full value thereof. Great credit is due the men who thus brought to a successful completion a work more productive of lasting good than language can portray. We hear of fruit that is hand-picked, without a blemish. There are people who are hand-picked, without flaws, up to the stature of perfect manhood. Not perfect when measured by the Great Standard, but perfect of their kind, and we claim for Wisconsin and for Whitewater our full share. We are proud of Wisconsin! Proud of Whitewater! Proud of our Normal School! whose work from its opening day, has been one of unbroken and ever increasing usefulness.

#### EARLY DAYS AT THE NORMAL SCHOOL.

BY HON. CHAS. L. BROCKWAY, '70.

It was a bright, beautiful, April day, a quarter-century ago, when the formal opening of the school took place. The sound of the hammer was still echoing through the halls and the workmen rested from their labors, while the citizens of the village and the students who on the morrow would meet to begin the active work of the school, gathered in the Assembly Room to listen to the inaugural address of President Arey.

The scene is indelibly stamped on memory's tablet, and no distance of time or place can efface it. The *words* then uttered have been probably long since forgotten by the most *attentive listener*—but the MAN and the HOUR remain. The individuality and lofty aim and purpose were the index of what followed.



When the opening examinations were over, the classes formed, the work begun, the normal school started upon the career, which—while not taking so large a place in the esteem of the world as others may have done,—causes those who were there to look back with grateful remembrance to the early days. The routine work of the school and class-room is, and of right should be, commonplace. It was then.

The work of preparing the mind and faculties for use and occupation is not carried on with the furnace and the forge. Day by day, here a little, and there a little, the mind opens, the faculties expand, the powers increase, the ability grows, and the world and life are better—and better seen in their true relations.

System and order pervaded all things—the order not of outward rule applied from without, but of self-control.

The history of those early days is short. With only changes of names and dates, it has, no doubt, been repeated again and again in the school. Events there were few, and so shadowy is their memory as to be hard to recall.

Were I to answer the question: "What impression of those early days is the strongest?" I should be compelled to say, "the growth."

The lapse of twenty-five years, and constant contact with other scenes and events, has dimmed many things that were once bright on memory's page; but the experiences of those early days made their ineffaceable marks.

President Arey, strong, commanding, nervous, proud of success and growth, suggestive, helpful to the striving and earnest,—justly indignant and ready to rebuke any wrong committed by any student against himself or the school, seemed to have no other thought or purpose than that each student should do his best.

The first efforts at creating a beautiful landscape around the school were made by pupils under his direction and the suggestions and artistic taste of Mrs. Arey. In both, there



was no trait so noticeable as their desire that their work should succeed by making each pupil successful.

Routine there was, but so repeatedly broken as to make it pleasant. Every art was used to stimulate quickness and accuracy of thinking.

Professor Lovewell in mathematics, exact, methodical, pains-taking, genial.

Prof. Dr. Brown, solid, stolid, with a twinkle of the eye that told of a keen appreciation of the humorous, and boded good or ill as you pleased or displeased him—always thoroughly self-possessed and imperturbable.

Who of the early days does not recall Professor Chamberlin? An enthusiast in his chosen line, instructive on duty or off! Small wonder that some who had the benefit of his skill and training have since become specialists in the same or similar lines.

The students of those early days! One glances at the annual catalogue and notes how widely they are scattered. Some gone over where the limitations of time and sense are removed, the honored dead! Others at work nearly or quite every year since graduation, teaching. Some in other fields of labor and thought. Each remembered by his contemporaries for his peculiar traits.

The full normal course has kept the succeeding members of the school together but very few years at the longest.

What of incident has not been preserved in tradition would be of little general interest.

As the students of early days meet at the crossings of life's pathways, each recalls many things that bring back the former times; and those recollections have in them very little of regret, save only that to weary feet, tired hands, aching heart or throbbing brow, their freshness and inspiration may never return.

The class of 1870 did its work, how well may not be told by the records of the school, or the recollections of those who



knew it, or its members—and on a day in June went out into the world.

Not all days have been alike, not all tasks mastered. Not always, perhaps *never*, was the ideal attained. But the ideal high and noble, had been steadily held before us. Not for long could it be forgotten, never ignored. The limited fields of science were not fenced. The little we could learn was seen to be only a part, the beginning. The lesson of to-day made to-morrow larger; and through it all, we were taught—the mind grows—expands—not by filling, but by using. The interrogation point was every where. We were taught to think and to the point.

The sound body was insisted on. It is the house, the shelter of the mind. If tired out, worn out, wrongly used, dilapidated, not under control—a damper, a drag, a foe to mental growth. The daily, almost hourly, stirring of the blood and tissues was more beneficial than can readily be told.

Through all ran this thread. We were to teach! How? The drill and work of the class room were carried on with the two-fold object of securing exactness of knowing and precision of statement.

Taken altogether, it seems to me after the lapse of the years that the early days were the ideal student-life days. The memories called up by this backward look are pleasant and refreshing. There were some days of sadness, many mistakes, much stumbling; but it may safely be said that no student of those early years would erase the memories and experiences from his life, if he could.

The associations of those days are as dear to the participants in their scenes and incidents as are those of the present time to the generation now in the pursuits which then interested us. They are present with us, and though not essentially different from yours of a later time, still are peculiar.

The world moves on and we look back to the early days with joy for the good things, regrets for the errors, and with



the hope that each succeeding year may see the standard raised higher and the results more lasting and beneficial.

We of the early days are not old. We have not yet reached the heights of wisdom where dwell the truce-flagged veterans in the world's strife; but it gives an added interest to the event to-day celebrated, to note the fact that probably not one of the latest class added to the alumni was yet born when the first students gathered in these halls.

The world has made great strides in the quarter-century that has passed so swiftly and so silently. But it has not yet reached, nor will it ever reach the point where the lessons learned, the principles formed, the ideals raised in student days will not determine the value of after life.

Should we of the early days have the pleasure of joining with you of the later days and those following after in the *semi*-centennial—the jubilee if you please, we should perhaps in fewer words but with meaning only intensified by time, rejoice in past achievements, present success, and express the wish that always, as in the early days, as now, as then, the Normal School, our alma-mater, should ever be a beacon star—that from its halls should constantly go forth an increasing number of those with characters stronger, with minds clearer, with hearts purer, to carry the power of the intelligent teacher into the world, and cause it to know and do better things than were thought in the early days.

#### STUDENT LIFE AT WHITEWATER.

BY ALEXANDER CORSTVET, '91.

It is not easy for one who is a stockholder in the reputation of a school to select a right view of it; and even if he succeeds in doing this, some sentiment is likely to give favorable tone and color. There is a value in good connections. Sir Roger de Coverley deemed it an honor that Dr. Bushby, head master of Westminster school, had whipped his grand-



father. Great teachers of the past and of the present, have alike declared that "the mind needs continually to be excited and aroused" and that "introduction to what is new and grand enlarges the mind." It may be pardonable, then, to select some influences that tend to arouse and enlarge the mind of the student.

The first experience at the Normal is usually confusion and discontent. The student who has taught school and who has formed his estimate of himself on comparisons with the best he has met in his native place, suddenly finds that his units of measure no longer hold. He no longer knows what to think of himself. Before, his learning and his strength have been recognized; now, his ignorance and his weakness are recognized, and he is invited to explore himself. It is provoking to be thought ignorant and weak; it is more comforting to be careless or inactive. He finds that his ways and means of teaching, which he has caught from men and books, are questioned by teachers who have thought themselves out of professional phrases and have found the bottom on which all wise effort in education must rest. He has faithfully tried to have his pupils well told about mountains and valleys and that the Mississippi rises in Lake Itasca and flows in a southerly direction and empties into the Gulf; but these teachers are not tellers. They "insinuate knowledge." They would have their pupils fall upon the fact that the Mississippi rises in the air over its valley and that the river is part of the lower portion of an endless belt with one pulley in the mountains and the other in the great sea. They would have the facts of elevation so excite and arouse the mind that it shall of itself come to the knowledge that, if the earth were level, there would be a shell of deep water all around it, and the present life in air impossible. He hears a teacher say that ignorance of the date at Ticonderoga is excusable, and that the fact of the early call is alone significant. It is stated that some things must be told or seen, but the mind must make out of them all it



can by "thinking them into its own understanding." When the student begins to see this, he begins to see that it is good to have one's self digged around; and life at the Normal becomes interesting.

Next to association with suggestive teachers, comes the importance of student life among the students. This must be true in every school; but it is especially true at the Normal, because the students are there on purpose and are earnest and positive in character. Here are represented the sympathies and tendencies of the great fields of activity outside. The Conservative is here, the Radical, and the 'Kicker' who is "agin a great sight more than he is in favor of." Full liberty of speech and of the press is given on the doctrine that "the cure for too much liberty is more liberty." The same thing happens here as happens outside under full and fair presentation: the Conservative comes to see merit in the new, and the revolutionist discovers that whatever has grown old and venerable has in itself a vital truth. The literary societies have settled many important questions and the battles of leadership have been well fought. A 'king' was one who 'can', among the Saxons. The friendships formed tend to arouse and enlarge the mind. It used, indeed, to happen that they aroused so much that the declaration of intention, made upon entering, was thought to be in danger of becoming meaningless, and that the interests of the State demanded a positive declaration that "the normal is not a matrimonial bureau." But this is the age of organization and every great activity must have its policies. The stated purpose of the Normal is to prepare teachers and other officers for the schools; but it is a fair question whether its greatest work is not, after all, that it gets its teachers the heart of the schools—the family. It is fathers and mothers that need instruction, and it is difficult to think of a course of training better fitted. Underneath the whole object of the Normal is an acknowledgment of what there is in the mind to be aroused and enlarged and of the



conditions under which it is best done. This Priscilla carries into her home and into the homes of her friends and into the Theory and Art of Teaching of the high school; and with or without the required 'declaration of intention,' she manages John Alden just as effectually and profitably at the normal as in Puritan Plymouth. And the State is well served.

This recognition of the mind as exposed to a world intended for it, makes the Normal peculiarly and distinctively a school of morals. The world is large and manifold, and the test of a man's education must be upon the choice that he makes. It is not enough that he is able to do well; he must have the disposition to do it. But this quality—which well deserves the name, 'character'—is thought to grow and thrive best under self-direction; and so, the independence of the student is fully acknowledged with its full share of responsibility. And so well is this correlation kept that, like Benjamin Franklin's plan for the union of the colonies, the government at the Normal has been deemed too much two-sided. Some have feared too much liberty for the student; others, too much supervision by the teachers. While there may be too much of one, there can not well be too much of both. Option is not local enough until it has put in the person, and responsibility implies supervision. It is, perhaps, only just to say of the government here that it does furnish the possibilities demanded by Maurice: "Make your system such that a great man may be formed in it."

A moderately long life is best also at the Normal. If the student is the manner of man or woman that can become a good teacher, and if he remains a student long enough to see clearly what to do, and teaches long enough afterward to know how to do it, and how to convince the people who pay him that he is doing it, his life at the Normal gets its just estimate. But if he leaves before he becomes aroused and enlarged, and before he has caught the drift and intention of the school, his life will detract credit; he becomes a sample of



normal product without the consent of the Normal. Somehow, people do not regard the value the Normal itself puts upon a student so much as the fact that he has been there. While this may be a recognition of the value of the school, it also imposes responsibility unjustly. Methods and devices are tangible and easily caught, and, if the relation between them and the principle upon which they are based is not seen, they may be harmful. A life at the Normal, just long enough to get a few methods, and too short to get the bottom truths that make them profitable, is likely to carry abroad the conviction that the school prepares a sort of sleight-of-hand teaching—a silly effort to steal knowledge and power into the pupil unaware. It is thought that the old ways are best. When these things were got by “main force,” memory was exercised and pupils gained much strength by much exertion. You may try to explain that the intention is not to make acquisition easier, but pleasanter and more profitable, and that a longer stay at the Normal would have put more meaning into the method; but where such teaching has been done by some one who has registered at the Normal, explanation has little weight, and you may be told of the woman who bleached well without ability to explain the process. She only let the cloth lie. This may be a good method, often—especially if it be left in the right place—and much of the unintended good we do comes in this way, perhaps. Yet, although bleaching may have its mysteries, the work rises in importance as soon as the woman sees what it is that does the bleaching; the let-lie method of nature is not hindered but supplemented by the artificial method of sprinkling. Nothing is more natural than for man to be artificial. So, whether one is bleaching or teaching, extended knowledge is desirable, because it gives a wider choice of methods—perhaps all extended knowledge is desirable mainly because it gives a wider choice. Long life is not always a desirable thing in school, but a student should not have declared his intention only, but he should



have taken out full papers before the Normal becomes liable for his work and before he claims its sanction. A school must be judged by its terminal moraine.

Another influence that tends to arouse and enlarge comes from the citizens of Whitewater with whom the student is quartered. The air of Whitewater is good. By the conduct and conversation of refined men and women his views and tastes are often changed or modified, and models of pleasant, well-ordered family life are given him. It is true that it is sometimes said that the citizen 'looks down' upon the Normal student and withholds acquaintance unless he has a ten-per-cent. interest in him; but there is a declaration of bankruptcy in such complaints from the student. If people do not recognize me, it is safer for me to see if there is not something wrong with me. If I am worthy of recognition, I can command it. I must make myself more worthy. Looks, opinions, nationality are really nothing with people. They are only convenient things to which to impute unpleasant qualities in me. Honesty and nobility are sought for and admired the world over and it is everybody's privilege and duty to break down prejudice against himself. The student often fears that he may be considered 'green' and 'from the country;' so, he claims many rights. As soon as he lets the man who built the sidewalk use a reasonable part of it, he has begun to compel recognition. It would be ungrateful not to acknowledge that there are men and women at Whitewater who purposely and unselfishly encourage the student and follow him with interest through after years.

In view of this awakening and enlargement and of the models furnished, it must he said, that life at the Normal was not only profitable but it was pleasant.



## REMINISCENCES OF THE FACULTY.

BY PROF. LEWIS H. CLARK, '79.

I shall not attempt to write of members of the faculty of the Whitewater State Normal School whom I have not, more or less, personally known.

I am well aware that some will not fully agree with all my conclusions, but it must be remembered that my memory of them is a student's memory. A student usually judges his teacher by the worst he knows of him. If he finds him wanting in one respect, he thinks he is in all. If he likes his teacher, he likes all that he does. His mantle of charity, then, is a broad one. Thus, a student is either too harsh a critic or too lenient a one. Therefore, if my conclusions do not agree with the judgments you have formed, please reflect that I recall judgments formed when a student, and that since then I have been too busy and too indolent to revise them.

The Whitewater State Normal School was fortunate in its first president, Oliver Arey. He was a man, first. His high moral sense, often so deeply stirred by exhibitions of the mean and sordid in human nature, impressed the student greatly. He who spent four years with Pres. Arey came forth with his moral backbone greatly stiffened. While, perhaps, the professional work required was not unlimited in quantity, or perhaps of the highest utility, there was a professional atmosphere pervading the school that made teachers of the students and imbued them with its spirit. This atmosphere in a normal school does more for the student than mere teaching can.

It is that which a student breathes that makes him, rather than that which he swallows. The moral earnestness of Pres. Arey made itself felt in everything he did. His classes in moral philosophy became profoundly interested, and were drawn to him wonderfully.



Pres. Arey was fortunate in his marriage. Mrs. Arey was the delight of the students, a second mother. They thought her poems were hardly second to Mrs. Browning's even. We considered her the balance wheel of the institution, and her pleasant ways and words were like oil on the frequently troubled waters of the school. It used to be said that she weighed examination papers in English literature and rhetoric to determine the amount of ink on each. The heaviest was said to receive the highest mark. Of course, this was scurrilous; but how else, we thought, could Rollin Salisbury have secured a standing of 102 in rhetoric.

I entered the Whitewater Normal School after some attendance at college. The organization of the school impressed me as resembling that of a young ladies' seminary. Two-thirds of the school were ladies then as now, and the great attention paid to personal details of manners, appearance, bathing, study-hours, association of gentlemen and ladies tended to strengthen the impression. If a young man desired to call upon a lady, or to escort one to a lecture, he must wait upon the preceptress, state his wish, the time, and the lady's name. Imagine how long a bashful young man would hesitate before he faced the chances of two refusals, that of the lady, and that of Mrs. Arey. Would he go without the consent of the preceptress? This is not a confessional. However, we male students preserved our self-respect by arguing that such restraints were necessary for young ladies.

I remember that Pres. Arey once remarked in addressing the school that no serious effects had ever happened during his administration from the association of the sexes, and that under the existing regulations he did not believe that anything could. Whether it was this challenge or not that provoked the spirit of rebellion I cannot say; but Pres. Arey had hardly withdrawn from the presidency when marriages began to occur among the alumni, resulting from courtship begun at



school. Since then, I believe, no other President has attempted to interfere seriously with the course of nature. Such effects are the most beneficent of those resulting from co-education.

Pres. Arey was succeeded by Wm. F. Phelps, and he in turn by Dr. J. W. Stearns, a man well qualified by disposition, education, and experience to present to the students a living example of a polished gentleman and a finished scholar. He at once dropped the irritating surveillance of the two preceding administrations, and adopted methods better adapted to increase the self-respect of students, and to develop stronger characters. Dr. Stearns's administration was marked by the high moral tone that soon pervaded the school, and the sympathetic feeling that grew up between the faculty and the students.

I can not speak from personal knowledge of a large part of Dr. Stearns's administration, but I know that he soon took such a prominent part in educational matters at large that the Whitewater Normal School came to be looked upon as in the van of educational progress, and I may here add that it still holds this proud position in the judgment of those most competent to judge.

After six years of wise administration, Dr. Stearns resigned to go up higher, perhaps, and Prof. Albert Salisbury was chosen his successor. No better choice could have been made. Prof. Salisbury's acquaintance with the history and traditions of the school, his knowledge of Wisconsin's school system, his wide acquaintance with education in the United States, his knowledge of men in our own State as well as elsewhere, pointed to him as the man. Pres. Salisbury is one of the few teachers I have had whom I hold in greater esteem with each succeeding year. I am not alone in this. Some eighteen months ago, several graduates of this school met in Chicago. In the conversation upon old times, the old teachers, of course, came in for their share of comment. Finally, one lady said, "Friends, do you know that Prof.



Salisbury is the one teacher I have had whom I appreciate more the longer I live?" Each one expressed the same regard for him and appreciation of his work. No higher meed of praise can a teacher have. The Whitewater Normal School is to be congratulated in having in its President, first of all, a *man*. A man honest in his purposes and courageous in his execution of them. Pres. Salisbury is considered pre-eminently practical in his theories, and his hand can execute what his mind conceives.

When I first entered the school I found that it had a decided bent toward natural science. All the other departments were overshadowed by the predominance of this. The opinion of the teacher in natural science, even on Latin roots, was more highly esteemed than that of any other teacher in the school. Because of this prevalence of the scientific spirit, many a student received such an impulse toward the natural sciences that it developed into a passion, and gave direction to his future career. There has been a larger number of the earlier graduates of this school who have become teachers of science, or who have given unusual attention to some branch of it, than from any of the other normal schools. I need but mention Prof. King of Wisconsin University, Prof. Salisbury of Chicago University, Prof. Ewing of River Falls Normal School, Profs. Culver and Buell of Beloit, Prof. Wooster of Kansas, in evidence of this. No other normal school in Wisconsin has had the department of natural science so dominate all others as in this. I have thought that this was due to the fact that Prof. T. C. Chamberlin was one of the earliest teachers of natural science in this school and made his department first in the esteem of the students.

Then, too, he was succeeded by an enthusiastic student of natural history, Prof. H. E. Copeland. Prof. Copeland was in charge when I entered the school. He was a fountain of joy to his students. They would wade creeks and marshes with him for hours, searching for some new species of fish or



snail. He made the student who discovered a rare specimen of animal or vegetable life feel that he was "greater than he that taketh a city." So great an admiration was conceived for Prof. Copeland that his deficiencies in mathematics (he scorned mathematics) were exalted into a virtue.

Prof. Copeland was succeeded by Prof. Geo. R. Kleeberger. Prof. Kleeberger was in many respects a very different man from Prof. Copeland, but he soon proved that no mistake had been made in his appointment. He quickly made it evident to the students that he was conversant with the best methods of science-teaching of that day. Many a student to-day feels grateful to him for an insight into what constitutes real science methods. I give Prof. Kleeberger credit for being one of the few teachers I have had, whose methods have greatly affected my own work and theory.

Prof. Kleeberger was succeeded by Prof. L. C. Wooster. His kindly nature and readiness to assist the student when in trouble gained our sympathy and good will. To be sure his first class in geology was a little rebellious when called upon to learn the unpronounceable, incomprehensible names of quite a collection of gasteropods, cephalopods, brachiopods, lamelli-branches, crinoids, etc., and to be able to select these different fossils from a tray. They accomplished the task, however, and I have not heard that any one felt much the worse for the work. I look back to my study of geology as one of the most delightful periods of my school life. If some of us dreamed of plesiosaurians, of the mighty dinosaur, and of many other saurians, we forgive Prof. Wooster. We now find that he did us good and not evil. We old students now like to take his hand and look into his friendly eyes. Prof. Wooster was an ardent advocate of co-education. He married one of the fairest and most amiable ladies among our alumni. He never reported a student who was also interested in co-education.

There have been able teachers in this department since, but I am not personally conversant with their work. Among



these I may be pardoned for especially mentioning Professors W. S. Johnson and A. A. Upham. Prof. Johnson joined the faculty as a teacher of drawing. He was afterward given other work, and finally became professor of natural science. He was, perhaps, one of the most versatile teachers ever connected with the school. Whatever branch he undertook to teach, he taught well. He devised new and striking methods for presenting each branch, that succeeding teachers felt impelled to follow. His work in science led him into invention and away from teaching, perhaps financially for his own benefit, but not for that of our schools. Prof. Johnson was one of the most strikingly original teachers I have known.

I believe that the science department, under Prof. Upham, fully maintains its rank with the other departments of the school. I wish I could conscientiously express my regret that there was no manual training here in my day, but I cannot. I feel, however, that I can appease Prof. Upham's wrath by saying that I believe that rational methods of science teaching are more characteristic of his department than ever before.

The position of institute conductor in this normal school has always been ably filled. The vigorous and positive personality of Prof. Salisbury made a strong impression upon the teachers of the State; and in the school itself, the student in school management and civics was the stronger for his practical presentation of these subjects. Some remember to this day his advice relative to punishing pupils, viz.: "Take something that is elastic that will accommodate itself to the surface of the body."

Prof. Maxson was Prof. Salisbury's successor. He was an excellent teacher in the class room, and a brilliant conversationalist. When he entered the ministry, for which he was peculiarly adapted, he was succeeded by Prof. T. B. Pray. I find it hard to speak of Prof. Pray's work as a teacher and conductor of institutes. Few men in educational work in this



State are growing in public esteem more rapidly than he. He is progressive as well as aggressive, and should be happy in the consciousness that his work is receiving due appreciation.

I am unacquainted with the success of teachers of mathematics before I entered the school. But the school is to be congratulated that so few changes of teachers have occurred in this department. Prof. S. S. Rockwood was the first teacher of this department with whom I am acquainted. Few men who have been connected with this school have been more popular. No man ever possessed a kinder heart than Prof. Rockwood, and the honest, hard-working student was sure of forgiveness and sympathy if he were found wanting.

Prof. Rockwood was an able teacher of mathematics. He required close and rigid demonstrations and clean cut work. Many of his students hold in memory to-day, the useful corollary which he added to Chauvenet's discussion of the Doctrine of Limits. No teacher ever connected with the school possessed more fully the love and sympathy of the students. They thought no position too good for him, but they did not wish him to leave school work. They watched his entry into politics with misgiving, and would be glad to see him return to a calling for which he is so well fitted.

Prof. Rockwood was followed by Prof. T. B. Pray, a teacher most vigorous in his methods and exacting in his requirements. Prof. Pray on assuming the position of institute conductor was succeeded by Prof. Geo. C. Shutts.

The selection of Prof. Shutts was very fortunate for the school. He has maintained the same high standard of requirements as his predecessors, and is gaining rapidly in reputation as a most efficient instructor.

So far as my knowledge goes, this school has known no weak teaching in mathematics.

There was no special department of English for many years. This work was parceled out among several teachers who were largely interested in other lines. There was a



rapid succession of teachers in this work, and English suffered in consequence. Mrs. Arey taught English literature and rhetoric as well as many other things. Miss Lilly taught English grammar and Latin and perhaps some allied branches. It was not until Latin was given to a special teacher, and all the studies relating to the English language were combined under one charge that students began to take any unusual interest in English studies. When Miss Avery took charge of this work, new interest was found in it, and students and graduates began to quote Miss Avery. I had not the pleasure of seeing personally any of Miss Avery's work, but I heard a great deal of it from her students. That interest was created in a subject hitherto seemingly uninteresting speaks volumes for her teaching. I am told that Miss Cottrell is a worthy successor of Miss Avery, and that the English department has become a strong one in the school, and one that requires most vigorous work.

Miss Sarah A. Stewart was one of the most successful of the early teachers of geography in this school. What I read is not my own knowledge but the comments of one intimately acquainted with her work. "One element of strength in the original faculty was the presence of a gifted woman, Miss Sarah A. Stewart, who at first was teacher in the primary department of the model school, giving high stamp to this work from the start. Later, she took up the teaching of geography in the normal department and placed that work on a sound pedagogic basis. In 1872, to the regret of all, she left the Normal to enter upon a wider career of responsibility, first in the city of Milwaukee, and later in Philadelphia."

Through many years of the history of the school, the department of geography and United States history was presided over by one of the few women who have been connected with the school who was first a woman and then a teacher. No student ever had a jest at the expense of Mary De Laney. When the faculty were arranged in position upon the rostrum,



while some students smiled at the large feet of one member, and others criticised the bad taste in dress of another, and still others the ungainly attitude of a third, all admired the womanly attributes of Mary De Laney. She passed in and out before the young people of the school an object lesson of what was best in womanhood. Her influence upon the lives of the young people under her charge was incalculable, and I do not think I am belittling the influence of any other member of past and present faculties of the school, when I say that I consider Miss De Laney the greatest teacher we students knew here. To the young men, she was a living embodiment of womanhood; to the young ladies she was an object of love and a source of inspiration.

Miss De Laney was succeeded in the geography work by Miss Margaret E. Conklin. Miss Conklin had been for several years supervisor of practice teaching, and made an enviable reputation. Many of her students consider her one of the ablest supervisors they have known. But, however highly a student might respect Miss Conklin's work, he was sure to esteem her womanly qualities much more highly. It is a liberal education to have known two such women as Miss Conklin and Miss De Laney, and that both were members of the faculty at the same time was exceedingly fortunate for the students. As a teacher of geography, Miss Conklin added to the laurels she had already won, and perhaps no other woman could have so successfully succeeded Miss De Laney, for she possesses, in a remarkable degree, those same qualities of character that enabled Miss De Laney to win a way to every student's heart. Miss Conklin may well be happy in knowing that she has a secure place in the heart of every student who knew her in the Whitewater Normal School.

Miss Rogers, the student and companion of Miss De Laney, has become Miss Conklin's successor, and from all accounts is most worthily filling the position.

It is with diffidence that I speak of the present members of



the faculty. I have personally known but little of their work, and what I do know has been obtained at second hand. I can not speak with the appreciation that I should feel had I enjoyed their instruction and been benefited by a personal acquaintance, still there is one other besides Pres. Salisbury who was here when I was a student, Mrs. Knapp. I could not forget her if I would. Scarcely a year passes that my wife does not listen to some chorus trained for commencement exercises, saying, "Mrs. Knapp ought to have trained that chorus." Mrs. Knapp did not teach me music; but she examined me to see if I could sound the scale. I said I could, but under examination, with a score of girls listening at the key hole, and Mrs. K. standing before me with finger upraised, commanding me to sing "do," how could I? Could you?

As city superintendent, however, I have found that those students who have had music with Mrs. Knapp can teach music.

Latin has always been ably taught in this school, although it has been a favorite branch of the course with but few students. The ground covered has been very limited, yet many of the graduates have been able to take up the Latin work in many of our best high schools and do some very creditable work. The credit for this good work should be given to Miss Lilly, Miss Storke, and Prof. Humphrey.

Space at my disposal will not permit me to write at length of the other members of the present faculty, still I would like to write what I have heard of Mrs. Cooke's influence among the students. I know how, when a student, she was considered a model of womanliness, and that in any case of propriety her opinion had great weight with her fellow students. If Mrs. Cooke sanctioned any act, her associates looked for no other sanction. Mrs. Cooke lives happily in the kindly remembrance of all the old students, and is an object of love to those of later years.



Thus you have listened to an array of names of many able and faithful teachers, who have done much to raise the standard of education in our State, by training its teachers. There have been many more, fully as capable no doubt, as those I have named, but I am not conversant with their work; and the time at my disposal only permits me to draw upon my memory without opportunity to investigate.

The faculty of the Whitewater Normal School has always been an able faculty. At no period in its history has the public been able to put this school at the foot of the list of Wisconsin's State normal schools. And through most of its history, it has stood at the head. The history of this school is a history of its faculty, and who shall say that this is not an honorable history of overworked and underpaid teachers?

#### THE ALUMNI AS A FORCE.

CORNELIA E. ROGERS, '82.

The state of Wisconsin sees in education, not only the purity of its government but the continuance of its own statehood. It recognizes its children as intensely active beings, naturally seeking enjoyment and power, and wisely asks, Shall these impelling powers be guided so as to enlarge and ennoble the sphere of life, or be allowed to run wild, and thus impair and perhaps obliterate the mental and moral attributes?

The State attempts to answer this all-important question by establishing normal schools where the young people may be educated with special reference to their becoming teachers. Her schools are broadly and liberally founded, and her invitation to those desiring to be teachers is earnest and cordial.

Some of the young people of the State, who have caught bright glimpses of the knowledge beyond, accept the invita-



tion with swelling hearts and radiant faces. They are eager to secure that rich fund of knowledge which the State offers them, and which elevates and ennobles all who possess it. The gates are not ajar, but are thrown wide open. All who enter have noble blood if they but bring a noble purpose. A large number, a very large number, soon leave the ranks for various purposes. Some have miscalculated their physical strength, some their mental endowments; some of the brightest and best have decided that teaching is not their divinely appointed work; while others who would have been strong forces in the teacher's profession have been called home by orders that no honorable man or woman would wish or would dare to disobey. In the upper ranks, are a few strong, earnest young men who push steadily on their way. But the greater number are young women who are resolved to get an education, and who rely upon their own efforts and resources for the cost. They come to think there are no Alps too high for them to climb, and they fight bravely onward and upward, sometimes overcoming almost insurmountable obstacles, but cheered on by the marvelous beauties, almost or quite divine, that are continually appearing before their enlarged vision. Their enthusiasm is not a fitful flame, but a quiet, steady fire. They at last catch glimpses of their Italy, and the State rewards them for their four years of effort by giving them a magic key which, if used rightly at the beginning and kept from rusting, will enable them to unlock any school-house in the land. The school now expects its graduates to show good results from this special training.

A normal school training develops the pupil as an individual, and not simply as one of a class. The school aims not only to give knowledge, but to train its pupils to co-ordinate their knowledge, to establish right relations between life's experiences and school work, to classify their various bits of knowledge and fuse them into an organic whole that shall be a power for good in the school-room, in business life, or in



the home. Throughout the course, the pupils are taught to use their reason before they go to books for authority. For instance, in geology, geography, physics, and botany the pupils are trained to observe, imagine, group, classify, judge, draw correct inferences, and state results clearly, concisely, and cogently. In order to do this, they must be alert, intent, and accurate in the use of their senses. In geometry and economics, they start with well selected premises, and bravely face conclusions, realizing that it is *truth* they seek. The school ever holds before its pupils high aims and personal responsibility; and when pupils have finished a four years' course they are sent out from the school with a fair amount of moral and mental furniture to sink or to swim, to survive or to perish. Now they can use that gospel of self-help that has been given them daily, verse by verse, for so many months. They are now not only thinkers, but actors. They are in earnest, some one has said "painfully in earnest." Well, be it so. Carlyle says, "Take along with you this holy earnestness, for earnestness alone makes life eternity."

I state without fear of contradiction that a successful completion of the normal school course lays a solid foundation not only for teachers to build upon, but also for stenographers, book-keepers, manufacturers, insurance agents, real estate agents, farmers, responsible clerks, business managers, bankers, druggists, dentists, journalists, clergymen, physicians, lawyers, geologists, and lovely home-makers and mothers. In all these callings are found graduates of this school, successfully carrying on the work demanded of them.

This school has graduated from the advanced course two hundred nine, including the present class of twelve,—seventy-three men, and one hundred thirty-five women. These have taught in the aggregate, eleven hundred forty-seven years since graduation. Their work has been done in nearly every county and city of Wisconsin, and in twenty different States; and one, Ruth Wales Isham, taught successfully three years



in South America, having first learned the Spanish language. Other graduates have done work aside from teaching in six States, and in Mexico, Germany, Switzerland, and Austria. Eleven graduates of the school have taught in the White-water Normal; seven, in other normal schools of the State; and one has been for twenty years president of a normal school in a distant State. Let us hope that the force which these people have exerted has been commensurate with the area over which it has been extended.

One way in which the graduates of this school prove themselves a force in the land is by doing quietly but zealously what is usually included in church work and home mission work.

They are generally public spirited and sympathetic, but some of them are so situated that they can do more than others. Prominent among those who are giving special attention to charitable and philanthropic movements is Mrs. Ella Adams Frees, of the class of '74. She is fortunate in having wealth at her command, and she uses it generously in that fair city of Chicago which has been her home since 1877. But she does not content herself with giving bountifully of her money; she seeks out the poor, unfortunate children whom Fate has cruelly placed in the poorest sections of that great city, relieves their wants, and, where it is possible, sends them to school. Nor does she leave them now, but with others enters the school as a teacher, both day and evening. What a change for those ragged, benighted little beings to pass from their homes of squalor to the bright, cheerful presence of such a teacher! Is it any wonder they call her an angel? Perhaps it is this special work she refers to when she says, "My normal school training is a great help to me in my work." She is also an active member of that band of noble women who are striving patiently, thoughtfully, and prayerfully to solve the great temperance problem as it pertains to our civilization. She is a fine organizer, and shows such executive ability that



her home is almost a committee room. Who or what can measure the influence of such a woman?

Seven of our graduates have entered the medical profession, four men and three women.

Men have been healers ever since there were bodies with divers diseases to be healed, but we have only to look to the middle of this highly enlightened century to see all doors closed to those women who wished to know something of the human body and to learn to heal suffering humanity. Those in authority said: "What you desire is praiseworthy but not practicable." A wiser power than they decreed differently, the doors of the medical colleges were opened to women, and to-day the meritorious work being done by thousands of women physicians and nurses in sick room and hospital receives the hearty commendation of the wisest and best in the land. Alice Ewing, M. D., graduated from this school in 1876, and taught successfully five years; but a natural taste led her to study medicine. She graduated from Hahnemann Medical College, in Chicago, in 1888, and has practiced in Chicago ever since, excepting one year spent in doing post graduate work in a New York City college. She is also one of the clinical lecturers in the Chicago Post Graduate School of Medicine. She has made for herself an enviable reputation as a specialist in ear, nose, and throat diseases. She is a pure, unselfish woman, and so true that any patient can tell by the ring of Dr. Ewing's voice and by the touch of her gentle hand that an honest physician is at the bedside. She has tact, good judgment, perception, and patience. She does not expect or accept any concessions on account of her sex, and she has the respect and confidence of the medical fraternity of Chicago.

Perhaps the connecting links between the normal course and the lawyer's office may not be easily shown. But the fact that seven of the graduates of this school are lawyers, six men and one woman, shows at least that the influence of the



school is not a hindrance to the legal profession. I would speak of at least two of these, as showing what can be done, with the normal diploma as a basis. As Mrs. Margaret Lyons Wilcox has proved that a lady graduate from this school can be admitted to the bar, she deserves a place in our records. She graduated in the class of '74, and taught three years in Milwaukee. In '77 she married L. P. Wilcox; and the next year they took a post graduate course at Oshkosh Normal, and then taught two years in Milwaukee. After this, they spent one year in Wisconsin University and from there went to Michigan University where, she says, "for five years we lived an ideal life." They took the degree of A. B. from the Department of Literature in '85, and LL. B. from the Law Department in '87. They then went to Chicago and there she soon realized that sex stands in the way of progress in some directions. But, being a fine scholar and a capital teacher, she had no trouble in securing a position in the Lake High School, where she teaches Latin, Greek, and mathematics, and receives as high a salary as is paid any lady teacher in Chicago. (Since this paper was written word has come that she is promoted with an increase of salary.) She writes, "I often rejoice that the State Normal School at White-water has been of great help to me in my later work."

The name which appears at the head of the graduates' register, I turn to with pride and pleasure. Here is a self-made man. Alone and unaided, he has fought the battles of life with that determination which wins. After graduating in 1870, he was professor of English and Elocution in this normal school one year. From '71 to '74, he was a professor in a classical school in Buffalo, N. Y., where young men were prepared for colleges and universities. He was especially strong in arousing the ambition of pupils whom other popular instructors had failed to reach. In the summer of '74, he went to Germany to study. He took a university course at Leipsic in Roman Law; at Heidelberg in International Law,



and traveled in Germany, Italy, and France, studying the people and their customs, and conversing with them in their own language. In '76, he returned to the United States and spent a year in the Columbian Law School. He practiced law one year in Milwaukee, and then went to Fort Wayne, Indiana. His practice is exclusively civil, and in his field he has been eminently successful. This man, Samuel R. Alden, has a large and intelligent clientage, and he is held in high esteem by the best members of the Indiana bar.

For Charles L. Brockway, of the class of '70, I can do no better than give an extract from a published letter written at Pierre, South Dakota, It says:

He is a peculiar man: has long hair and beard, worn with little regard to shape; head slightly drooped to one side; always wears glasses. Yes, he is well enough shaped, but he pays no attention to poise or position. No one is more unassuming; never insinuates himself on any one, yet when met is genial, affable and unreserved; makes no pretense, yet is always ready to meet and argue any question presented. Dilatory in appearance, yet unyielding in his efforts. No man equals him in the amount of work done. Members of all parties of both houses come for his advice in shaping their bills. In his treatment of persons there is no distinction. Midnight seldom finds him in bed; at 1, 2, 3 o'clock at night you hear the rasping of his quill, sent at lightning speed, formulating a bill mayhap for a political foe. He never indulges in gush, nor does he slop over in his protestations of friendship; yet let it come to his ears that some acquaintance is sick in this village, and before the rising of the morning sun, "Brock" will be there to apply restoratives and administer words of cheer—all with as unassuming an air as if he were not the acknowledged leader of the senate of South Dakota.

Fifty-six of the lady graduates of the school have married since graduation, which proves that the normal school diploma does not debar the fair sex from entering the realms of the higher life. These will never love less but more because of their intellectual development. They form a group of cour-



ageous, broad-souled, generous, loving women who have joined hands with God in furthering his plan of motherhood. Their normal school training gave them a knowledge of the young mind and its natural laws of development, which can scarcely be learned where instruction and training of the young is not given special attention. If there is any one in the world who needs to understand the growth and development of the child mind, it is the mother. That is a beautiful thought that the good Lord cannot be everywhere, so he sent mothers.

Queen, queen, crown her the queen,  
Home is the kingdom and she is the queen.

Nearly all the young men who have graduated from this school have become public school principals. Their patient, earnest, continued efforts have resulted in schools so well organized and controlled that they are a strong power in the State.

Many a town in this and in other States, points with pride to its public school, and many earnest, rising young people, looking back upon that public school as their alma mater, remember with satisfaction the sincere, progressive man from the Whitewater Normal who made the school sacred to the development of the best there was in the pupils under his care. What can be a better force in a community than such an institution? These graduates have proved to the State that there can be no nobler work than to maintain a first class public school. Some of those principals, in performing the work intrusted to them, have shown such breadth of view and such executive ability that they have been elected superintendents of the schools in the towns in which they were teaching. As a prominent example, we mention William E. Anderson, of the class of '71. He improved on the old and introduced the new, and in nine years developed a public school system in Milwaukee, well known as being superior to any other in the State, and comparing favorably with any in the West. When, recently, Wisconsin needed a competent man



to take charge of her educational exhibit at the Columbian Exposition, she chose Mr. Anderson, and sent him to Chicago, where he is working, as he always has worked, with care, skill, and indomitable energy.

Although my time is limited, I would mention one other who, after successfully carrying on high school work for years as principal and as superintendent, was chosen State inspector of high schools. This appointment was an honor to L. H. Clark, as he followed one of the most prominent educators in the State. He was called from that work to be Professor of Mathematics in the River Falls Normal School, where his work justifies the wisdom shown in the appointment. Mr. Clark's wife, the Alice L. Meadows of the class of '78, is one of the brightest and best of our lady graduates; and Mr. Clark gladly asserts that the success of his work has been furthered materially by her wise counsel and culture.

Several of our graduates have responded to the calls for good teachers which have come up to us from the Sunny South. The State of Tennessee has been especially fortunate in having secured the services of Andrew J. Steele, of the class of '70, who has been for twenty years the President of the Le Moyne Normal School at Memphis. He has worked untiringly, conscientiously, effectively. A prominent educator, who knows him well, recently said of him: "He has done a life work in that school of which any man may be proud."

In the class of '72, there was but one young man; and the ladies of the class are and of right ought to be proud of their classmate, Franklin H. King. After graduation, he taught the natural sciences in the Berlin High School for three years, where he prepared check-tablets for his classes in botany, which have been published in Wood's Botany. In '76, he entered Cornell University and remained two years. He was called from there to the natural science work in the River Falls Normal. While teaching there, he prepared a series of relief maps, copies of which have been sent to various institu-



tions including Harvard University, and the schools of Honolulu, Sandwich Islands. Mr. King has spent some time in the Johns Hopkins laboratory and as assistant in the United States Geological Survey. In '88, he was called to the chair of Agricultural Physics in Wisconsin University, in which position he is meeting with eminent success. His experiments in soil physics have attracted much attention in the United States and in Europe; and some of his writings in relation to his present work have been translated and published in Germany.

And again we are especially proud of those four young men, who, stimulated by the knowledge of geology which they received in this school under the able teaching of Professor T. C. Chamberlin, have studied and worked, both in library and field, till each one is known in the State and out of it as a good geologist. Their present positions are a guaranty of their ability and good work. They are Lyman C. Wooster, of the class of '73, who is professor of Natural Science in the North Dakota Normal School, Ira M. Buell and Garry E. Culver of the class of '74, and Rollin Salisbury, of the class of '77, assistant professor of Geology in Chicago University. Mr. Salisbury has a fine reputation as geologist not in America alone, for his name is well known and honored in Europe, where he has done much work in the field, and where his knowledge and ability surprised some of the European geologists. It would take a paper in itself to tell all the work that Mr. Salisbury has accomplished.

If time permitted, I would gladly tell you of others who have done strong, forceful work; for instance, Fred W. Isham and Leo A. Williams, who as county superintendents inspired and stimulated hundreds of teachers to better work; and Margaret E. Conklin, who has done efficient work as critic teacher in three normal schools; of Flora Stewart, whose work in this city has been an inspiration to the young people in the high School; of Mary DeLaney, of sacred memory, whose fifteen



years of intelligent, enthusiastic, inspiring work is a noble monument to her worth; but this paper is already too long.

Then there is a large class of lady graduates who are teaching in high schools and the lower grades, who are good workers, zealous and faithful, knowing that

" \* \* \* No life

Can be pure in its purpose, and strong in its strife,  
And all life not be purer and stronger thereby."

#### IN MEMORIAM.

BY ADA RAY COOKE, '77.

We, to-day, cordially welcome to our ranks as members of the Alumni Association of the State Normal School at Whitewater the twenty-fourth class, which now makes our membership number two hundred and nine. We reverently say, "We are two hundred and nine," as did the little maid reply, "But, master, we are seven;" and as she numbered the living and the dead, so do we, and are glad to believe that all are with us in spirit to-day.

Our first catalogue was issued in 1869 and appeared annually, with a new class added each year, and never a break in our ranks till, in June, 1880, "the fatal asterisk of death was set" against the name of Foland P. Fowler, of the class of '73. There were then ninety-four graduates, and death had so long left our ranks unbroken that it had come to be said that a Whitewater graduate led a charmed life; but sooner or later the vacant chair must be found at every hearth-stone and in every band of friends. Mr. Fowler taught successfully for six years in the deaf and dumb asylum at Oakland, Cal. During the summer vacation of 1878, while pursuing his favorite study of geology, he was lost in the California mountains, and the exposure and fatigue brought on typhoid fever, which caused his death.



The catalogue for 1880 had but one starred name, that for 1890 had thirteen, and we all began to realize that "death, which takes us by surprise and stays our hurrying feet," had indeed invaded our ranks; and while they who had gone on to that larger school had, no doubt, risen to know the reason why, we in our human blindness could not see why so many earnest, helpful men and women should so soon be called from the work they were well fitted to do, and which needed to be done. But

"No power can die that ever wrought for truth."  
"Therefore we cannot think them wholly gone,  
The better part of them is with us still."

The deaths occurred in the following order: Anne L. Joiner, of the class of '81, died Oct. 17, '81; Mary Eliza McBeath, (Mrs. Hill), '76, died March 13, '83; Louise McIntyre, (Mrs. Burton), '76, died Sept. 25, '85; Herbert Wood, '74, died—'86; Phoebe R. Porter, '84, died Sept. 9, '86; Carrie M. Harvey, '85, died Jan. 21, '87; Mary De Laney, '72, died July 14, '87; Alfred P. De Laney, '83, died Feb. 9, '88; Edith L. Hatch, '85, died Dec. 23, '87; Mary W. Colton, (Mrs. Boies), '71, died Sept. 10, '88; Flora A. Raymond, (Mrs. Bannard), '77, died April 19, '89; Bessie Skavlem, '81, died Dec. 10, '88.

The catalogue for 1890 had thirteen starred names, that for 1893 has eighteen. When we can learn to think with the poet that

"Life is the jailer, death the angel sent  
To draw the unwilling bolts and set us free,"  
"Then through the clouded glass  
Of our own bitter tears, we may learn to look  
Undazzled on the kindness of God's face."

But the same kind poet, who knew so well that hearts will ache because of loved ones gone, said:

"Console if you will, I can bear it;  
'Tis a well-meant alms of breath;  
But not all the preaching since Adam  
Has made death other than death."



The last five to be added to our list are: Maria Bivins, '74, died Oct. 13, 1890; Margaret G. Vincent, (Mrs. Hall), '75, died May 19, '91; Sarah Pryor, (Mrs. Reed), '80, died Jan. 21, '91; Hattie Colton, '90, died Feb. 1, '91; Everett G. Haylett, '82, died Oct. 30, '91.

I have had the good fortune to meet every one of our two hundred and nine graduates, and have seen one hundred and ninety-nine of them receive their diplomas and the parting words of the President as they passed out to their chosen work, each one questioning, "What is there beyond?" Ah, I have beautiful memory pictures which I would gladly show you here to-day; but, as I am appointed to speak only of those who are now in the heavenly land, I pause, for

"How pure at heart and sound in head,  
With what divine affections bold  
Should be the one whose thought would hold  
An hour's communion with the dead."  
"What can I say better than silence is?"

In the silence, there would come crowding our memories kind thoughts of those whom we have loved and lost; and we should say, not because we were speaking of the dead, but because we were trying to speak the truth, that they were indeed men and women, strong and brave and true. Go through the list again with me, and consider for how much manliness and womanliness those names stand. Not one of them ever did anything to call a blush of shame to a classmate's cheek, and never for a day was their alma mater other than proud of them in their thorough, unselfish work, and rich in them because of their great value as laborers in the Master's fields. Anne L. Joiner, young, active, and energetic, left us on Commencement Day of '81, with her hands full of June blossoms, and her heart full of the bright hopes of early womanhood, and, going to Custer, Dakota, to begin her work as teacher, found there great need of unselfish work. She began such work, but soon a fatal illness ended all earthly tasks for her, and on Oct. 17, '81, just as the autumn leaves were falling, she went on to the promised life beyond.



"Her half-day's work was done,  
And that was all her part;  
She gave a loving God  
Her willing heart."

The next two to go were Mary Eliza McBeath, (Mrs. Hill), and Louise McIntyre, (Mrs. Burton). They were born and reared in this town, were friends of a life-time and members of the same class. All who knew them remember them as bright, happy young women, with a word of helpful good cheer for all. They were thorough in their work as students and made popular, successful teachers. Miss McBeath taught three years, and Miss McIntyre five years, but when death came they were happy home-keepers, and their going left hearts saddened, but a blessed memory.

H. Herbert Wood was a good student, especially bright in mathematics. He was ambitious. I remember well an essay he read on the subject, "On the Heights there Lies Repose." He set out with the determination to gain the heights, and after graduating from this school he attended the State University for two years, then taught as principal of schools at Wilmot and Oshkosh, then edited a paper in Iowa for several years; but failing health sent him to Denver, Col., where he died in early manhood.

Phoebe Porter, dignified and capable, was doomed never to enjoy the teacher's pleasures; for a fatal malady soon came to her, and in a Chicago hospital, never rallying from a surgical operation, she passed on, feeling a perfect trust in the wisdom and love of Him who knoweth even the sparrow's fall.

Carrie M. Harvey came to our school from Boonville, N. Y., and by her gentle, lady-like manner soon won the love of all, and when she finished the course and began teaching in Milwaukee we were glad this was to be her field; but before her second year's work was ended she was stricken with a fatal illness, and away from home and all relatives, but without fear, she entered the valley of the shadow of death.



The next name on our list is that of Mary De Laney. No one who knew aught of this school from its beginning till that July day in '87, when the tired heart ceased to beat, needs to have anything said of her, for her picture is in every heart, her impress is on every life. To those who have come later, we can only say, we wish you could have known her. Gentle but firm, kind but just, in the highest sense of the terms, she was our teacher and our friend. She graduated in '72, and the next fall became a member of our faculty as teacher of geography, civil government, and U. S. history, and was equally successful in each branch; but as the size and number of the classes increased she devoted her whole time to teaching geography, in which work she had few equals and no superiors in the State. She loved truth, and loved her work as teacher because it dealt with truth, and no pupil could come before her with work poorly prepared and not feel a sense of shame for the trivial way in which he was dealing with things that to her were full of earnestness and value. Emerson says, "Looking where others look and conversing with the same things we catch the charm which lured them." By their contact with her clear mind, with its great love for truth and right, and scorn for all meanness and deceit, hundreds of young men and women have been inspired to loftier aims.

The story of her life and work will be told in our history by one who was her warm friend. As the school-year of '86-'87 drew near its close, her strength, which had never been great, left her; and on Commencement Day everything was tinged with sadness, for it was feared Miss De Laney was on her death-bed. And death did come and stand at her door; but she, with her heart full of love and pity for the aged father and the brother who so much needed her care, prayed she

- spared to them. But not so. The end came quickly,
- passed out from our ranks as patient, brave, and
- as one may ever hope to know.
- the songs of peace on earth, good will to men,



were sung at the next Christmas-tide, the brother Fred had sickened, and in the far West was fighting alone the sad battle of life against death. Whitewater had been his home since early boyhood, and never was there one who could have had more warm friends to offer prayers for his life to be spared, or to shed tears when his lifeless body was returned to us to be laid by the sister's side. And still the aged father, so sadly bereft, lives on, strong and beautiful in his perfect faith in the infinite wisdom and kindness of the great Father, cared for most tenderly by her who has proven to be the daughter's friend not only in life but in death.

The next to go was Edith Hatch. The class of '85 had but four members, Carrie Harvey and Edith Hatch being two of the number. Miss Harvey died Jan. 21, '87, and on Christmas Day of '87 the remaining members of the class stood beside Miss Hatch's coffin. Miss Hatch was an earnest, painstaking student, a conscientious, active Christian, helpful in church and S.S. work, and had already made a good record as a teacher in our city schools. She was an only daughter, and her going left a saddened home.

Mary Colton, of the class of '72, was the daughter of a Congregational minister who preached for several years in this city. She was a refined, thoughtful young lady, an excellent student, and taught successfully for three years in Chippewa Falls, after graduation. She then married, and for twelve years all that our graduates' register told of her was "Mrs. Boies, Hudson, Mich.;" but during all those years she was doing the work of a true woman, not only as wife and mother, but as step-mother to the three children who came to love her as a mother. She died Sept. 10, 1888, regretted by a large circle of friends.

Flora Raymond. The name brings to my mind a classmate whom we all admired and loved, because of her winning manners and kind heart. Bright, earnest, energetic little Flora! The class of '77 have always a warm place in their



hearts for her, and tears to shed because of her early death. After graduation, she taught at Horicon for three years, then married a Mr. Bannard, lived for a time in Milwaukee, where a great sorrow came to her in the death of her first born, then moved to Kansas, where she died of consumption, leaving a husband and one child.

Bessie Skavlem was a tall, dignified young lady, popular as a student, not only with members of her own class, but with students of all classes; for she was sympathetic, kind, and unselfish. For three years after graduation, she taught at Beloit and at Brodhead, and then we heard of her teaching in California, but her intimate friends knew she was there fighting the dread disease, consumption; and when the fight seemed hopeless she came to her home in Beloit, and there prepared to meet death with such calmness and perfect trust as she had at command when meeting any other of life's duties.

Maria Bivins, after twelve years of as energetic and successful work as has been recorded for any member of our alumni, died suddenly; and up from the hearts of hundreds of young men and women went a cry of sorrow, but of thankfulness because their lives had touched her life and been guided by her wise and gentle hand. Her classmates used to call her "Glory." I once said to a friend: "Why do they call her 'Glory'?" Her reply was: "Oh, because of her beautiful hair." But when I came to know Miss Bivins, I learned that that answer did not tell it all; it was because of her beautiful soul. All her teaching was done in Milwaukee, and when a list of the names of the rich people in that city is made, her name should be in the list, because of her great wealth in the respect and love of the many who rise up and bless her memory.

The next name on our list is that of Margaret Vincent, (Mrs. Hall), who graduated a year after Miss Bivins, taught twelve years in Milwaukee, and died suddenly but a few months after Miss Bivins's death; but not alone in these facts were their lives similar. Miss Vincent was also a popular student,



and a thoroughly successful teacher, whose pupils always speak of her in the highest terms. Miss Vincent was married in Jan., '91, to a Mr. Hall of Milwaukee, the wedding being at the home of her parents in this city. Four months from that day she was laid to rest in Hillside cemetery, and four months from that day her husband was laid by her side. Surely we may not question, but learn to accept whatever comes for us to bear or to do.

We find the name of Sarah Pryor, (Mrs. Reed), next. She graduated in '80, and taught successfully in Waukesha for the next three years; then comes the parenthesis around the new name, (Mrs. Reed), she having married her principal, as more than one of our young women has done; and for six years, "Mrs. Reed, Waukesha," is all that our graduates' register gives. But we who knew more of her life could tell of a beautiful, happy home, with children added till there were three; and then came that fatal star that told of husband and children bereft, and another young life ended when its real work seemed just begun.

Hattie Colton, of the class of '90, was a student here but two years, she having entered the new High School Junior class; but from the first we knew we had an earnest, faithful, gentle woman in our midst. She completed the course in two years, and also had charge of our text-book library during her senior year. As the year drew near the close, we grew anxious about her health; but not one of us realized that again was that dread disease, consumption, going to claim one whom we wished to have spared to do a good work. She graduated in June and lived only till the next February.

And now we come to the last name on our long list, that of Everett G. Haylett; and those who have known him may well ask, when can we lose such another? I could not speak too highly of Mr. Haylett, for he was one of nature's noblemen. He was an excellent student, and one of the most successful teachers that have gone out from this school. He



taught two years at Menasha and six years at Sheboygan from which places came to us repeatedly words of highest praise of the grand work he was doing and the helpful influence he was constantly exerting on the young people under his care. In '90 and '91, he was dealing in real estate in Milwaukee, so said the graduates' register; but we knew it was once more a battle for life, with consumption on the winning side. The battle was fought all the more bravely and persistently because of loving wife and sweet babe to hold him here; but death which rudely tears away the clasp of woman's arms and baby fingers would not give up the struggle, and Mr. Haylett met the inevitable bravely and uncomplainingly, leaving all who had ever known him thankful that such a life had been.

The roll has been called, the list is long, and holds none but honored names. Shall we call them dead? Not so; for "To live in hearts we leave behind is not to die." Dare we speak of their work on earth as ended? Not so, for

"Those immortal dead shall live again  
In minds made better by their presence; live  
In pulses stirred to generosity,  
In deeds of daring rectitude, in scorn  
For miserable aims that end in self.  
In thoughts sublime that pierce the night like stars  
And with their mild persistence urge man's search  
To vaster issues."

#### PROFESSIONAL WORK AT WHITEWATER.

BY MARGARET E. CONKLIN, '73.

The distinctively professional work of the Whitewater Normal School is now organized on five distinct though closely related lines, viz.: 1. School Organization and Management, including the principles of grading, discipline, school hygiene, and school law. 2. Theory of Teaching, including an ele-



mentary survey of the mental powers, leading up to the consideration of general principles and maxims of teaching. 3. Methods of Teaching, being the application in detail of pedagogical principles to the earlier years of school life. 4. Practice Teaching under close supervision and criticism. 5. Psychology and the Science and History of Education.

This organization of the work is the result of a process of gradual development; not arriving at its present form until recent years. The five lines of work indicated are named in the order in which they now enter into the course of study, and not in the order in which they were respectively developed in the history of the school.

During the first administration of the school—that of Pres. Arey—there was very little work calculated to test the ability of the students in teaching, or to give them training in that line. There were doubtless many conditions in the early history of the school which prevented that part of the work from assuming a form satisfactory to the president and other members of the faculty. There was no specific instruction in methods. No definite amount of practice work was required. Students who had some unoccupied time were given classes in the model school; but, as there was no one to supervise such teaching, it is difficult to say whether the practice was especially beneficial or not. Prof. Rockwood, Miss Moody, and Miss Terry are especially remembered for their efforts to assist those who taught in their departments, and it is probable that other teachers gave similar help; but the teachers in the model school were themselves required to do so much teaching that there was little opportunity to see whether the instruction by the pupil-teachers was systematic or coherent. The students were thrown largely on their own resources in maintaining order and devising methods of instruction; and the fact that much good work was done by them in their teaching argues well for their natural strength. Pres. Arey made occasional visits to these classes, and his criticisms,



whether favorable or adverse, were made with the utmost frankness. Whenever an opportunity permitted, he tried to show that there were certain principles on which all methods or devices are based, and that success lies in the observation of these principles. There was little insistence upon mere technicalities, but he usually went to the root of the matter when he had a suggestion to offer.

One feature of this period deserves especial mention. During each term it was the custom of the members of the faculty to absent themselves from school an entire day, leaving the students to choose a faculty from their number; and the work was expected to move on as usual. "Students' Day" was enjoyed thoroughly and was felt to be one of unusual profit.

The course in Mental and Moral Science under Pres. Arey's administration was a strong one, and few students took this line of work without feeling that life in the school room, as well as outside of it, had acquired a new meaning for them.

A change of administration occurred in 1876, and Wm. F. Phelps became president of the school. There seems to have been very little professional work during his first year; but in the following year, 1877-8, Pres. Phelps devoted considerable time to carrying out his idea of what that work should be. Miss Isabel Lawrence took charge of the new department of "Theory and Practice." The teaching by the students was usually done in the presence of Miss Lawrence and of all the other members of the class. The plan for teaching was worked out by each member before the hour of recitation; then some one was selected to conduct the work while the others looked on. Later, the exercise was criticized by students and teacher. There appears to have been little other practice work at this time. The work in Methods was systematic and impressive.

In the fall of 1878, Dr. Stearns became president. During the next six years, the professional work of the school was enlarged in its scope, and differentiated into the



several lines mentioned at the beginning of this paper. Practice teaching was now made a definite requirement and was put, in 1878, under the special supervision of the writer hereof, who first systematized it, having charge of this work for five years. Teaching was now exacted from each member of the Senior and "Elementary" classes; and each one was held accountable for such a plan of work as seemed likely to prevent unsystematic work and to insure reasonable progress on the part of the children taught. The teaching-class met daily, after school, for criticism; and opportunity was taken, in this meeting, to give such suggestions regarding methods of teaching as were thought likely to be helpful. Some devices were suggested and an effort was made to distinguish between devices and methods. Students were continually reminded that a knowledge of mind, a knowledge of the subject to be taught, and a sound judgment which shall put mind and subject into the right relations are indispensable factors of a good method.

In 1878-9, the subject of School Economy was introduced into the course as a separate study, and Prof. Salisbury, then Conductor of Institutes, was put in charge of the work, which has ever since been in the hands of the Institute Conductor, saving one year, 1882-3, when Miss Agnes Hosford, now Mrs. Salisbury, taught the subject.

About 1883, a line of work was inaugurated with first-year pupils which went, at first, under the name of the Teachers' Conference, but afterwards came to be called the School Organization class. It combined some observation in the Model School with a detailed study of the proper organization of work in country schools, including the course of study, classification, etc. This class has recently been merged into the School Management class.

During the administration of Pres. Phelps, there was, in the second year of the course, a class in "Theory and Practice", the term being used with a good deal of latitude, as cover-



ing almost anything in any way related to teaching. Early in the administration of Dr. Stearns, *Theory of Teaching* was differentiated from methods and practice, and was based upon an elementary course of instruction, largely oral, on the powers of the mind. This work, under the present administration, constitutes a first course in psychology and pedagogics, a second and higher course being given in the Senior year.

No separate class for the study of specific methods of teaching was organized until the year 1883-4, when Miss Elizabeth Hargrave was Supervisor of Practice Teaching. She organized the work in this line, but was succeeded, in 1884, by her friend, Miss Frances A. Parmeter, formerly of the Potsdam (N. Y.) Normal School, who carried on the work with great fidelity and good judgment during nearly seven years, both teaching Methods and supervising the Practice Teaching. Miss Parmeter resigned in 1891, and was succeeded by Miss Annie Klingensmith, who remained one year and was followed by Miss Nina C. Vandewalker, the present incumbent, who had previously done similar work in the Ypsilanti (Mich.) Normal School.

The teaching of President Arey in mental and moral science was based upon the philosophy of Dr. Hickok, this work being supplemented, in the later years, by some attention to the pedagogics of Dr. Rosenkrans. President Phelps used Wayland's *Intellectual Philosophy* as the basis of his instruction in this line. But the teaching of Dr. Stearns took a new departure. Much emphasis was given to the physiological basis of psychology, Carpenter's *Mental Physiology* being used as a textbook. The study of the history of education was also introduced by him, though under the name of pedagogics.

During the past eight years, the school has remained in charge of President Salisbury, who has studied earnestly the problem of adjusting the professional work of this normal school to the demands of the State on the one hand, and the student's at-



tainments—or lack of attainments—on the other; but he has not found it necessary to radically modify the course of professional work as he found it in 1885.

In writing a brief sketch of the professional training in such a school, it is not easy to give results of the efforts made in the various lines; and it is quite impossible to assign to each factor in these results its due value. The study of psychology and history of education, the observation and practice teaching, the careful consideration of methods of instruction, the personal influence and example of men and women who do a worthy work in an excellent way, each of these must count in the final summary.

That a quarter of a century has shown a growth in genuine professional zeal in the school, and that the school rooms of the State have felt the influence of this spirit, few will deny; and conditions seem favorable to increased development in this direction.

#### PHYSICAL TRAINING AT WHITEWATER.

BY CHAS. M. GLEASON, '91.

The development of athletics at the Normal divides itself into three epochs that may be called the Ancient, Mediaeval, and Modern. The first is the period which is stamped with the characteristics of the Dio Lewis system; the second represents a natural decline from a course that was not based upon scientific principles; and the third differs from those that preceded it in being more systematic, and based upon a better knowledge of the laws of anatomy, physiology, and hygiene, besides having the advantage of more and better apparatus.

During the time that Pres. Arey was in Whitewater, calisthenics seem to have been of two kinds, one a part of the regular school work, and the other more or less voluntary. Of the work at this time, Miss Rogers says: "Foland P. Fowler



was supervisor of the first gymnastics, Alice Burrows (Mrs. Chas. Allen) being his assistant. Free calisthenics, charges, and exercises with rings, wands, and dumb-bells were taught.

The men had no special suits, but the ladies wore red and black plaid stockings, black knickerbocker trowsers, gathered at the knee, with three rows of red braid on the ruffle; a short, full skirt trimmed with red braid; waist made with yoke, trimmed with red braid, with loose sleeves banded at the wrist with more braid,—a striking contrast to the modest suits of to-day.

“The classes met before school, after school, and in the evening, exercising to the music of ‘*Fredonia*’ and ‘*Grant’s Grand March*,’ played by Miss Hetty Gibbs. This became so much the rage that pretty evening entertainments were given. The school exercises were given in the Assembly room, the pupils standing in the aisles and marching up and down and around. A leader stood at the head of each aisle and whatever her fancy devised those behind executed. There were some funny effects, pupils standing on one heel, one toe, both toes, or both heels. Students took turns in having charge, under the direction of Mr. Fowler. If anything went amiss, such as a march which brought the boys and girls side by side down that boundary line, the broad aisle in the centre, Pres. Arey was soon on the ground with flashing eye and sent the pupils to their seats and the leader to the library. After two or three years, the excitement decreased and there was developed a more scientific system which finally metamorphosed into the present method.”

President Arey assigned to each member of the upper classes the duty of devising some exercise sufficient for a day’s drill.

Wm. McGoorty came to school one day armed with a prodigious branch of an apple tree, which he asked the President to use in chasing him about the Assembly room. Those who



witnessed the jar which the worthy President's dignity suffered have not ceased to relate the incident with interest.

Mr. Geo. Marshall, a prosperous hardware merchant of Ashland, said to me a few days since: "We used to have some exciting times in those days. Among the most hilarious of our sports was bean-bag racing. Two boys started from the rostrum, each having a bean-bag, one going down the front stairs, and the other descending those in the rear, the laurels to belong to the one who first deposited his burden in its place of rest by the President's desk. It soon became the practice of all contestants to push their opponents back as far as possible when they met in the lower hall. That this custom developed muscular endurance none could doubt, but work in the lower grades was materially hindered thereby, and the resolute tread of President Arey was often heard descending upon the scene of action."

From this time on, there was a tradition in the school that four stairs were none too many to compass at one stride; and those of us who were halted by President Salisbury, in the early days of his authority, and compelled to retreat with solemn and reserved air, were simply victims of the power of tradition over the untrained mind.

It was during this period that students of the Normal department were deputed to instruct the Academic pupils in light calisthenics and the art of polite salutation and rehearsals. Then was heard the haughty tread of Chap. Leffingwell as Geo. Marshall escorted him to the library to interview President Arey, because of refusal to obey the commands given by the worthy instructor.

During the presidency of the second incumbent, there seems to have been an interregnum in the work of physical culture, with the exception of such exercise as the boys secured by running down the hill and returning in answer to the shrill notes of the renowned dog-whistle.

With the advent of President Stearns, an attempt was made



to revive an interest in the work, but it must be confessed that the results were mainly sporadic. The exercises consisted of hand and foot movements, with breathing exercises and a little marching. All of these exercises were given in the Assembly room. Herman Curtis and J. H. Derse are remembered by some of us as most inspiring personages, as they stood upon the platform to oversee our efforts. Then it was that Mrs. Knapp placed President Stearns's name in the list of poor spellers because the word calisthenics appeared on the board with one "i".

About this time, a class of boys was organized to swing Indian clubs in Normal Hall, with Chas. Williams as instructor. Notwithstanding the care exercised by the teacher, several met with accidents that jarred their heads severely and lessened their interest in all kinds of athletics. When Mr. Williams went to the University, Thomas Conlin succeeded him as leader in the club drill. During this period, boxing gloves were added to the apparatus. Whatever may be the value of boxing when properly supervised, it is certain that the results of our attempts were very unsatisfactory. Blackened eyes and other disfigurements were so numerous that the gloves were banished, much to the disgust of the few who felt safe, but to the silent joy of the mutilated.

It may be truly said that the history of real gymnastics began when Prof. Andrews came from the far East to assume control of physical training in the Wisconsin normal schools. We then felt for the first time that there was a head and a definite end in view. And right here allow me to say that no one who has not been through the mill can realize how very difficult it is for student instructors to do creditable work in this department. The appointment of a regular member of the faculty for this position of responsibility heralded the coming of better times. Prof. Andrews was ably seconded by Miss Robinson who possessed the rare faculty of doing exactly the right thing at the right time. How one small body could perform so many



graceful movements was always a source of surprise to members of her classes, from Pres. Salisbury to the writer, neither of whom proved an apt pupil.

When Prof. Andrews and Miss Robinson retired, we felt that there was no one on whom the mantle could justly fall. Such was not the case, for in the midst appeared one to lead in the person of Miss May Church, who assumed control of the work for the young ladies. Arthur Sholtz was the first instructor secured for the boys.

When Miss Church changed her work as well as her name, the drill was left under the excellent supervision of Miss Gertrude Salisbury, who had spent the summer with Prof. Anderson at his Chautauqua School. Her work was not exclusively for the ladies, inasmuch as she helped the boys by furnishing music and suggestions pertaining to their training, beside preparing public rehearsals. These open-session and field-day drills have been of various natures, beginning with a club-drill in 1889, and followed by a wand drill, fencing contest, dumb bell work, free calisthenics, and other exercises of a more general character.

There remains but one other child to be claimed by this department of normal training, the Athletic Club with its subdivisions. An organization was perfected in 1891, with our deceased friend, David Smith, as president and Elwin Eddy as drill master. Through its endeavors, parallel-bars, traveling-rings, and exercise-rings were placed in Normal Hall. Then was heard the wail of the imprudent, among whom were some of the faculty. One of the most conservative was heard to say, "Had to keep my clothes on for a week—those rings must be too fah apaht."

During the spring of 1891, preparations were made for a field day which occurred in May. No college records were broken; but, through the kindness of Regent Johnson, prizes were offered that did much to stimulate confidence in our athletic ability. When the Association was formed, two old



organizations were absorbed, each of which has done its share to bring us into disgrace abroad, the base ball and the foot ball teams. Persistency in the face of defeat is commendable, but it may be carried to excess. At least, Pres. Salisbury thought so in the case of the base ball club, whose captain, the renowned Mr. Winsey of '90, he compared to General Taylor, of whom Santa Anna said that "the old fool didn't know when he was beaten."

Owing to the short time spent at the Normal by the average student, and the small proportion of young men who attend, we can not hope to organize an intercollegiate association at once; but when we consider what has been accomplished without apparatus, and that we now have the best gymnasium in any school in the Northwest, we shall not seem optimistic in saying that the pupils who come in future years will have opportunities second to none for securing a healthy body with a well trained mind.

#### THE LITERARY SOCIETIES.

BY MRS. BERTHA SCHUSTER BEACH, '83.

The Literary Societies may be said to have been contemporaneous with the School. In April, 1868, the young men met and took the initiatory steps toward forming a literary society. Abraham Lincoln and the War were every day topics at this time; therefore the name was inevitable, the Lincolnian Literary Society. A. J. Steele was its first president.

The L. L. S. was, from the beginning, distinctively a debating society. Starting out with a question relating to the war, it then rang the changes on Country and City Life, Participation and Anticipation; it discussed Universal Suffrage, and even went so far as to resolve "that the mind of man is that of woman;" in short it discussed everything, very much of any real thing.



On June 26, 1871, the gentlemen gave their third public session, and this closed what may be termed the Early Period of the L. L. S. From 1871 to 1881, is a blank period so far as record books speak.

About the year 1874, the L. L. S. had a rival, the "Agassizean." To know anything about the "Agassizean," one must know something about the man whose influence called it into being. Prof. Copeland then presided over the department of natural science, and students who knew him speak of him with love and enthusiasm. Said one: "He was the best teacher I ever knew anything about." The pupils who grew to think as did Mr. Copeland—whether members of the existing society or from the school at large—decided to form themselves into a distinct literary society to be called the Agassizean, after the great naturalist. At the close of that school year, both Agassizean and Lincolnian appeared, respectively, in public session. However, when the name of Copeland was erased from the list of Normal teachers, the Agassizean lost that support which was its inspiration, and its ephemeral life went out.

From 1881 down to the present, the L. L. S. has seen some of its most prosperous days. The "boys of 1883" were a host in themselves. Pollock had but to announce that  $2+2=4$ , when Williams immediately took issue with him, and Fowler, DeLaney, and Bowell needed no call to arms. The society might at any moment become a cauldron of debate. Still they debated on well selected questions; and they began to declaim, a feature which has gained ground ever since.

The fall of 1884 found the society in apparently so vigorous a state, that Carl Herring, as president, was authorized to purchase a bell with which to control its movements. Furthermore, the society expressed its will, "that the gentlemen furnish music without the assistance of the ladies." What did all this portend? It did not at all portend that at their next meeting the gentlemen were to vote on uniting the two



societies. The vote stood 18 to 6. The ladies had been consulted and evidently were willing. Perhaps they provoked the union, for in December the existing societies were suspended and a new society was formed. An entirely new constitution was drawn up in which they announced themselves "henceforth and forever more the Athenaeum." And now, "everywhere two heads in council," two in the Chair, two in music, two Executive Committees. The Athenaeum held its meetings in the Assembly room. Nothing in the records indicates that this union was a striking success. Unfortunately, all the secretaries seem to have been ladies, and the records are so incomplete that it is impossible, from most of the minutes, to find out even who was president. The Athenaeum seemed to lack harmony, at least, and the separation which must surely come was soon at hand.

In the spring of 1886, there was a special meeting of the gentlemen, at which it was voted to resuscitate the Lincolnian Literary Society. Asael Larson was made president, and the society now entered upon its most successful epoch. The names of Larson, Jacobs, Fiese, Krueger, Keyes, Corstvet, Sholtz, Page, and many more, are sufficient to guarantee this statement.

Declamatory contests were at their height, oratorical contests were fast gaining ground, while the questions for debate were the current and vital topics of the day.

Just how and when was formed the Young Ladies' Literary Society is not now a matter of record. The first minutes extant are dated April 30, 1869, at which meeting they elected new officers. Perhaps at no other time were so many able young women associated together as then when the foundation stones were being laid. Misses Greene, McCutchan, Cole, Colton, Grannis, DeLaney, and Conklin all possessed strong individualities. When Miss Anna Greene rose to her feet—and it was often—she had something important to say. She suggested that the society take one or two magazines, that



the session be shortened, and limited as to time, or that each member persuade some lady to join the society, she herself bringing in two converts. Moreover, Mrs. Arey took an interest in the society and was in many ways helpful to the young ladies. The vigor and originality which marked the society at its outset, has, to a certain extent, stamped itself upon its later life. With new members, it naturally took on new aspects; but the growth has been an even one down to the present time. The early meetings were especially strong and profitable. There was no reading room in connection with the school; but the ladies subscribed for the New York *Evening Post*, and it was the duty of one or two of the older members to present, in brief, to the society, the news and current events. They invited lecturers to come to them, and at one time, after canvassing the town, secured a winter course of lectures for the general public.

The Y. L. S. has been a literary rather than a debating society. At one time, it was customary to have consecutive readings, for one or two months, from some writer selected by the society. More recently, the whole evening has been devoted to a single author. In the days of Oscar Wilde, there was a Wilde Evening—huge sunflowers every where, aesthetic dresses that blinded the eyes, and that dirge "*O miserere!*" which none but the three Marys could have accomplished. Fortune also favored those who were privileged to walk through the New York art gallery, Miss Avery leading the way and showing the pictures so well that stubborn lessons and harsh exams. were happily effaced.

The contest, declamatory and oratorical, is the striking feature of recent times. The ladies entered the lists with the gentlemen and have carried off their share of the honors.

It is not easy, reaching back over a quarter of a century, with only meagre and formal records at command, to marshal the chronicles of these societies, with their continually shifting membership. Still less has it been possible to adequately



portray the spirit which has pervaded their work, or set forth the advantages accruing from it. But it may with safety be asserted that the literary societies are an important feature of school life at Whitewater. The profit, entertainment, and good fun which they engender is almost a necessity to the Normal student.

### THE FIRE, APRIL 27, 1891.

BY H. D. KEYES, '92.

(Read at the dedication of the Gymnasium, Dec. 22, 1891.)

Dates are not easily remembered, yet those who were connected with this school on the 27th of April, 1891, must have that date indelibly stamped upon their memories.

How the wind blew that morning, a strong cold wind out of the northwest! and with such tumult that only now and then, as it lulled, could one catch any other sound from without.

It was Monday morning; and to a student who wished to study up to the last minute, and to whom the eight o'clock bell was a signal for starting, such a wind was exceedingly annoying. But running the chances, our work was continued until, ding, dong; ding, dong; sounded out; if it did not sound just as usual, we laid the difference to the wind;—a momentary lull—then came a sound that could not be mistaken; *tung-tung-tung-tung* thrust its dreadful news into our ears. In an instant books and room were deserted, and before the street was gained "Normal is afire!" fell with bewildering effect upon our ears; for—how I know not, and I care not,—this old Normal is a part of ourselves; it has entered into our lives and given us growth and wealth. The words quickened our steps, and the distance to the Normal was never more quickly covered. Incredible as the words seemed, one glance sufficed to confirm them; for great clouds of smoke were rolling over the roof we had looked at so many



times and with such a variety of feelings. We did not know how much we loved the old brick structure until we saw it in the hands of an enemy that is no respecter of places, an enemy that invades alike the mart and the school, the palace and the hut.

Already the flames were darting their forked tongues high in the air over the north half of the roof, and greedily reaching out toward the belfry, which they soon claimed as their own. Firemen were on the roof, doing all in their power to stay the progress of the fire. We remember how they worked, but they could do but little with so small a supply of water. How we almost gave up hope in that hour of suspense and delay! At times, it seemed that the whole structure must go. In those few minutes, how many carefully laid plans seemed to vanish like the smoke and the steam! For how could there be school without a school house? Must those whose hands were already extending to receive hard-worked-for diplomas, turn away empty handed? Must those who had spent several years of hard study under the shadow of these eaves, seek out new class rooms and new teachers for the few months they could still give to student life? These and similar thoughts ran through the minds of many, as in breathless haste they ran in and out, removing every portable object from rooms where it was safe to enter.

We remember how some, crazed with these thoughts, threw chisels, planes, and bits from the third story windows into the gravel below, while the grindstone and anvil were carefully carried down the stairs; how a few attempted to tear up the seats in the Assembly room and broke every one they touched; how some began to remove the doors, expecting, no doubt, if the building were burned a new one would be built to fit the old doors. How others were busy throwing the books from the library windows. Oh, the accumulated knowledge of the ages, how it fluttered an instant on the wind like white-winged



birds, then dropped like the chisels and planes into the gravel below.

Outside, amusing scenes were witnessed as well; here was one of the professors frantically searching for his desk, as though it contained the wealth of Croesus or the original of the McKinley Bill. There a woman with one edge of a patch-work quilt drawn over her head and confined under her chin by one hand, while the remaining seven-eighths floated in the wind. The wearer meantime employing herself in moving articles from a place of safety to one of danger.

At last, after about forty-five minutes, minutes that seemed hours, the pumps were at work and water came in abundance. Now the firemen made headway, and so, little by little, they fought back the flames until finally they were masters; and we knew a part of the Normal was to be left uninjured. By eleven o'clock, the fire was put out and the people who, through their interest in the "Normal", were called out in large numbers had gone back to their homes.

But it was necessary that the articles so hastily removed, and now covering the hillside to the west and the lawn in front, should be returned. Willing hands and feet went to work, and before night nearly everything was under the roof but nothing in its place.

It seemed as if the school work must be suspended for the rest of the year, but to our President, with his hopeful nature, no obstacle, not even the Wisconsin Legislature, is too formidable to be attacked; and so we met as usual the next morning. With such confusion, however, it was deemed necessary to adjourn for two days. During these days, the work of cleaning and putting things into place in all available parts of the building was pushed with the utmost rapidity; and not in this building alone, but also in another, in a different part of the city; for with the loss of so much room it was found necessary to assemble a part of the school elsewhere; and so,



this Normal on April 29, 1891, rose to the dignity of having an "Annex."

School work was resumed on Thursday, and now we began to learn how to live in a house too small for us. Rooms that before were not large enough to serve as class rooms were found to be very serviceable in that capacity; and the admonition "to bear and forbear" was put into daily practice. The text-book library served the double use of library and office; language, music, geography and chemistry were mingled and intermingled in the rooms above the Assembly room. Occasionally a class was found reciting in some corner of a corridor. Prof. Pray, with his classes, was crowded into one of the cloak-rooms, but "all went merry as a marriage bell."

By this time, news of the fire had spread over this State and into other States, to old students, and the letters of inquiry and sympathy received gave convincing proof of the love that the absent have for old Normal.

Next came the matter of settling with the insurance companies. For this purpose and for receiving bids for rebuilding as well, the Board of Regents, including the Governor, held a meeting in this city, May 6th and 7th. After considerable delay, settlements were adjusted; and on June 6th the contract was let for rebuilding this wing. Ten days later, on June 16th, the work of reconstruction began; and while you and I were enjoying our vacation, in rows or sails on lake or river, in walks or drives, by open or shaded highway, in pleasant camps, by quiet pond or noisy stream; or, perchance, in an extended tour to the East or to the West; busy workers were steadily preparing for our reception when September should call us to the sober duties of school work.

"In and out, up and down,  
Now on the housetop, now on the ground,"

busy workmen were fitting piece after piece into place, and nailing them fast. As the Phoenix of old arose from the flames with renewed youth and beauty, so this part of our school



home has arisen, and with the changes in the heating and ventilating apparatus promises, like the Phoenix, to last many years.

On Aug. 29th, the carpenters finished their work. Scarcely had the sound of saw and hammer ceased on this side, before the ring of the trowel and the stone cutter's chisel were heard on the west side, and we saw the gymnasium begin to rise. Stone by stone, brick by brick, tier upon tier, we have noted its progress until it too looks out over the surrounding country, and adds much to the imposing appearance of the whole structure. To us who have watched it assume its present form, it will always be a pleasant memory, and we shall regard it as something in which we have a peculiar right. To the returning alumni, it must ever seem like an adult newcomer into the home circle, welcome but unfamiliar,—a pleasing accessory but a stranger. To the new student, looking upon it for the first time, it will increase that feeling of awe which one is apt to experience when he first beholds the building as his future *alma mater* and realizes that he and it belong to the same institution, the State Normal School of Whitewater.









*Oliver Key*



### PART III.

## BIOGRAPHICAL SKETCHES OF TEACHERS AND ALUMNI.

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The following sketches of teachers most prominently connected with the school during its first quarter-century are arranged in the chronological order, that is the order in which the several persons became connected with the Whitewater faculty.

The difficulty and delay experienced in the gathering of the sketches, or the data for them, has been considerable; and some minor errors have doubtless crept in; but a diligent effort has been made to secure accuracy in all details presented. Limitations of space and cost seemed to forbid making the sketches more numerous or more extended.

#### PRESIDENT AREY.

Oliver Cromwell Arey, son of Reuben Arey and Sally, daughter of Rev. David Brown, was born in Wellfleet, Barnstable County, Mass., in 1817. His father was a stirring business man, for several terms member of the Massachusetts Legislature, a custom house officer for many years, and otherwise prominent in the movements of the town and county. From his earliest recollections, he was surrounded by deeply religious influences and was taught to believe in all the essential forms of Christian thought. To yield to anything but what seemed truth itself was treason to human nature. Such advantages as the district school, taught by students from Dartmouth and Harvard Colleges, afforded he improved. As



these teachers were gentlemen of character who commanded the highest respect of the scholars and the community, they gave to him the main direction and purpose of his life. At the age of 14, he with two other boys of about the same age entered into an agreement with each other that throughout their whole future they would refrain from the use of profane language, the use of tobacco, alcoholic drinks, and all other habits and practices that make war upon the highest form of manhood. The three are still living, the sole survivors of their boyhood associates. In 1889, they met in the city of Boston in the enjoyment of sound health and as much of happiness as usually falls to the lot of men.

To the age of sixteen, he was engaged in farming and the manufacturing of salt by solar evaporation. The five subsequent years were given to a sea-faring life, the chief occupation of the inhabitants of the county. Here he became second in command. At the age of twenty-one, feeling himself unfitted for the work he preferred, he bade farewell to his shipmates and those ocean voyages so attractive to youth born on the sea-coast, and became a student in Phillips Academy at Andover, Mass., where he completed the three years' course. While an undergraduate, he taught his first school at East Douglass, Mass., and at his graduation he took the first honors of his class. Subsequently, he received a degree from Union College. At the close of his studies at Andover, he made a civil survey of his native town for State purposes.

The ensuing winter, he took the charge of a large district school near his home, composed of seventy or more pupils of all ages from the A, B, C, up to pupils 21 years of age. The pupils were right-minded in the main, the boys robust, and thoroughly determined to be taught by no one who was not as competent to fill his position as their fathers were to command the ocean-going ships. While they expected to obey orders, they were alert for any opportunities to beat the teacher, and woe to him should such opportunities occur. Over the



door of the school room, a rule was posted by the committee, prohibiting the entrance of any pupil after twenty minutes past nine o'clock. This rule was rigidly insisted upon, and the school moved on in an orderly manner until Christmas morning. On that morning, Mr. Arey became interested in a discussion which caused the morning to slip away unobserved. On looking at his watch, he saw that he could not reach the school in time, nor even at twenty minutes past nine. Hastening from the house, he took a short cut for the school. Arriving on the brow of the hill, before the school building, he noticed the absence of the pupils from the play ground. This meant that they had either returned to their homes, or mischief was up. Pushing forward rapidly, he turned a sharp corner which brought the entrance in full view and within ten feet of him. The door was closed, and the side lights were filled with earnest, anxious faces. Without hesitating an instant, throwing aside his cloak and seizing a picket fence on either side of the walk, he sprang feet foremost with all his force against the door, carrying it and the opposing resistance to the floor, landing himself firmly on his feet, amidst the large boys, who, panic stricken, fled like frightened rabbits to their seats. No word was spoken either by Mr. Arey or his pupils; but reading a few verses from the Bible, as was his custom, he commenced the day's duties, while the school continued throughout the session as industrious and respectful as on any day of the term. No allusion was ever made to the incident, and when the coming of spring caused the young men to betake themselves to their ocean life, pupils and teacher parted with mutual respect for each other.

In the spring of 1842, he accepted a call to a position in Maryland, on the Potomac, fifteen miles east of Cumberland, and entered at once upon the duties of the school. In the autumn, an epidemic broke out, striking down many of the citizens. As Mr. Arey had never known sickness, and feel-



ing that he should escape the scourge, he gave all the time he could spare from his duties to the care of the sick, both night and day, often becoming so wearied that he would fall asleep at his post in the school room. But no constitution could bear up under such burdens. The night after a day of unusual weariness, he was prostrated with the fever. For three months, he was left to the care of a free negro, a physician who lived fifteen miles away visiting him once or twice a week as he had opportunity. Occasionally a white person entered the room, but after staying a few moments would retire, leaving him to loneliness and his own reflections. From a window, he had a view of a grave yard on a hill near by, where he had little doubt then that he should make his final resting place. As cooler weather advanced, he gained upon the fever; and in January he was sufficiently recovered to undertake a journey home, and arrived there a mere walking skeleton. Breathing the air of the sea coast for six months, it eradicated the inroads of the fever, and restored the vigor of his constitution. The question then arose whether to return to a seafaring life or to make another effort to secure a position as a teacher. Teaching as a life work was decided upon. Forthwith, he left for western New York. Without friends, and after looking in vain for an opportunity to teach, he entered a cooper shop and worked at the cooper's trade until he could turn off the work as readily as any journeyman. As the winter approached, district school teachers were in demand, and he was offered a position at thirteen dollars a month and board around. This position he accepted gladly, since he hoped that through this school, as a means, a more favorable opportunity for work would open to him. At the close of the term, he was offered the position of classical teacher in Hamilton's Academy, Cleveland, Ohio. The lucrative inducement to accept was not great, the consideration being five dollars a month and board, with the understanding that after one year, circumstances proving favor-



able, he should receive one-third of the net income, and at the expiration of another year should have charge of the Academy. The first part of the agreement was fulfilled, the second partially, the wife of Mr. H. taking a part of the school, leaving Mr. Arey, with a dozen pupils, the main reward for his two years' work. The school was opened and pupils came slowly, but they came, and those who were first with him remained. The school, after a year, acquired so much of a reputation that a gentleman at the head of a popular school in the city requested the union of the two schools. The terms of agreement were readily settled, and the combined schools became a flourishing institution.

In October, 1847, Mr. Arey was called to the principalship of Public School No. 10, in Buffalo, N. Y., which position he held for five years, until he was transferred to a more desirable school. In this school, he was not held to a rigid program, but was permitted to adopt such measures as would harmonize with the work of the school. To awaken in pupils a proper expression of their own individuality, he gave fifteen minutes each morning to a conversational lecture on history, followed by a discussion of the current thought of the time as stated in the magazines and papers. He placed in the school-room leading daily and weekly papers for the use of the pupils and teachers. All matters of state, national, or international interest were discussed freely, avoiding political bias. Not infrequently, pupils were appointed leaders in these discussions, performing this duty readily and becoming quite as much interested as in any other school work. The result of this work was self-respect and a reasonable confidence in their own convictions, many of the pupils in after years becoming fluent and forcible public speakers. One of these pupils was the first to volunteer his services to crush the rebellion when Pres. Lincoln called for the 75,000 men to defend the nation's capital. But in the first year of the conflict he yielded his life, and 15,000 of the citizens of Buffalo



followed the young soldier's body to its final resting place. After remaining in charge of this school seven years, Mr. Arey was called to the principalship of the Buffalo Central High School. A history of his work while in charge of this institution is given at length by the Supt. of Education of that city, and from this the following extracts are made:

"When Mr. Arey became principal of the Central, the elements were favorable for the good work which he had the courage and power to perform. The defeated enemies of the school had ceased their active opposition; the threatenings of a fearful civil strife in the nation began to fill the hearts of our citizens with alarm to the exclusion of local issues; and the man at the head of our school department, Mr. Sanford B. Hunt, gave his cordial support and encouragement to the most liberal measures for the High School. He pledged himself to provide, and Mr. Arey was to plan and execute. This work, the new principal was well qualified to do. A man of sturdy moral growth, he exorcised the demon of mischief and summoned the manhood and womanhood of his pupils to his aid. He began by putting a stop to irregularities in the selection of studies and confining the pupils' progress to the *prescribed* course, with a view to ultimate graduation. This step was an innovation, and Mr. Arey was warned not to press too far, lest he should build upon sand the foundation of what he meant to be an enduring good. The school never had been compelled to follow a course of systematic study, he was told, and patrons would not submit to its enforcement now. It was strongly urged that in such a school pupils should be free to make their own selection of subjects, and that it was folly to expect students, in any number, to remain three years with no greater inducement than a diploma as a goal of study. But Mr. Arey was committed to the experiment, and, in consequence of this and other changes, the school was at first reduced to proportions discouragingly small. Notwithstanding this reduction in attendance, the faculty was increased,



higher salaries were paid, and special departments of work were assigned to the teachers. This was done on the principle that the institution would be popular if it was deserving, and that taxes are seldom burdensome if the people receive an equivalent for their money. Several men were added to the corps of teachers, whereas only one male assistant had been employed before. The additional teachers were to give instruction in French, German, mathematics, and the classics. All were cultivated, experienced men and devoted to their work. The school was divided into three departments, Junior, Middle and Senior; and each student, according to his attainments, was placed in one of these grades. Thereafter, the work of the lower classes was completed before the work of the higher was taken up. At the completion of the course, a diploma was awarded. The first class was graduated in 1861, consisting of four young ladies. A deeper interest than usual was taken in the exercises, and the audience room was filled with interested friends. The whole affair was unpretending, but it was the beginning of greater things and was a long step in the right direction. The organization continued to improve, and in 1862 ten other names were added to the alumni. These were followed during Mr. Arey's term, in 1863 by a class of thirty-two members, and in 1864 by another of twenty-three. The wisdom of the principal's action was vindicated; and when he retired from its management, the excellent condition of the school, together with its increased favor with the people, showed that the institution was finally at its legitimate work.

"In speaking of this administration, we should not omit a very marked feature, which may be called the war record of the Central. In the months of ominous foreboding which preceded the fall of Sumter the scholars were not indifferent to the threatening danger; and as the twenty-second of February, 1861, approached so much interest was felt that it was resolved to celebrate Washington's birthday with appropriate exercises. The pleasant room of the third story was dec-



orated with red, white, and blue, and the star spangled banner shone over all, eloquently pleading for the life of the nation. The room was crowded with students and guests. The Declaration of Independence was read, with portions of Washington's farewell address, followed by a poem composed for the occasion by Mrs. Arey. Addresses were made by Ex-President Fillmore, Judge Clinton, Rev. Dr. Hosmer and Father Ketchum. The emphatic tone of the exercises was well calculated to evoke the patriotic zeal of the school, whose whole subsequent record was in harmony with this initial movement. The first regiment that left the city, May, 1861, for active service at the front took with it a beautiful silk flag made by the young ladies of the school, which was publicly presented by one of their number. Two years later, it was returned by a portion of the regiment, tattered, stained with powder, and pierced with a hundred rebel bullets. Beneath its folds, eleven men had fallen who had borne it aloft against the rebel hordes.

"As the rebellion progressed, the students did not lose interest in the cause. Seconded by their patriotic principal, no call was disregarded; the pupils were at all times ready to do what they could. Their fellow students, their fathers, their brothers, were in the field. In the autumn of 1862, we find the boys and girls sitting in their pleasant study room, picking lint, rolling bandages, making army shirts, and, better than all else, learning to love their country with a devotion which will be its surest palladium in all coming time. Five hundred army shirts were made for the Sanitary Commission in the last months of 1862, and 100 pairs of socks were marked with the name of the school and forwarded to the 1st Regiment."

During his work in Buffalo, in 1858, Mr. Arey was elected President of the New York Teachers' Association. "In December, 1864, the Central school was called upon to part with Mr. Arey, he having accepted the principalship of the Albany



State Normal School. His work was the most emphatic testimony to his worth, and as an expression of their regard for him and their *alma mater*, the alumni procured his portrait and presented it to the school. It now adorns the chapel walls and speaks of his fidelity as a teacher and his worth as a man."

Mr. Arey had barely recovered from a severe attack of typhoid fever when he accepted the call to the State normal school at Albany. The duties to which he was called were many and arduous. His constitution, though naturally good, having been seriously undermined by his recent illness, began to break down under his great responsibility.

He had left Buffalo in the fall of 1864. But when the 22d of February, 1865, drew near, the school in Buffalo was very anxious that he should return and be with them at their approaching celebration. His friends were unwilling to have him go, on account of his feeble health and the heavy work before him. But on the 20th, a fresh budget of letters from teachers and pupils reached him, refusing to accept his declination, and sending passes for the trip. No further remonstrance was made. He went, and on his return eight cars of the train, at midnight, were pitched down an embankment thirty feet in height. Many were more or less injured. Among others, Prof. Arey also received a serious injury, on the head. From this injury he did not readily recover. For two years more, he continued at his post; but in 1867 his health had been so seriously impaired that he was obliged to resign his position, and accept lighter work, temporarily, in the Brockport Normal, where he assisted Prof. Malcolm Mac Vicar in the organization of that institution. This school had barely got on a firm foundation when Prof. Arey received a call to the presidency of the State normal school at White-water, Wisconsin, from Gov. Lucius Fairchild, Treas. W. E. Smith, and Hon. John G. McMynn, Superintendent of Public Instruction. This call Prof. Arey declined, as he was satis-



factorily situated at Brockport, and he did not feel sure of his continued good health. Some time later, the call to Whitewater was urgently renewed, inviting him to visit the West and look over the ground. Being excused from his duties for a week, he made a short trip to the West, where he was so cordially received and so favorably impressed with the position offered him that he resigned his professorship at Brockport and accepted the presidency of the new State normal school, at Whitewater.

He entered upon his duties of organizing the school, January 1st, 1868. In April, the school was opened with thirty-five pupils in the Normal Department, and one hundred and fifty in the department of practice. The next term entolled in the Normal Department over one hundred. During the following year, the institution was filled to its utmost capacity, and until the present time there has been no lack of students.

In 1876, President and Mrs. Arey resigned their positions and for some time engaged in no active work. At the close of his work in Wisconsin, the following resolutions and statements were given to the public.

Governor William E. Smith said: "I am now, as ever, thoroughly persuaded that our Board was especially fortunate in securing the services of Mr. Arey as president of our school at Whitewater, with Mrs. Arey as lady-principal, and that a very large share of the acknowledged success of that school, as well as of those subsequently established, is due to Pres. Arey's personal labors and to the methods and systems established by him." The Hon. Edward Searing, Supt. of Public Instruction, said: "It gives me sincere pleasure to state that Prof. Oliver Arey was for many years president of one of our oldest and best State normal schools, that at Whitewater, Wis. Mr. Arey has hosts of friends in this State where his superior executive and teaching talents were so long known and appreciated. He is a man of the noblest type of personal char-



acter and hence fitted to influence in all good ways, by what he *is*, the young people under his charge." "Mrs. Arey is also a lady of rare attainments and accomplishments, beloved and admired by her pupils."

In 1878, Pres. Arey was called to the charge of one of the schools of the city of Buffalo. He remained in this position until 1879, when he received a unanimous call to the principalship of the Cleveland City Normal School. He remained in this institution until 1882, when he retired from active work, after having graduated over one hundred teachers, many of whom hold important positions in the educational institutions of the city of Cleveland.

#### MRS. AREY.

Harriet Ellen, daughter of John Grannis and Roxana Chandler, his wife, was born in April, 1819, at Cavendish, Vt., at which place her father was at that time a merchant—the Grannis family home being across the river in Claremont, N. H. To this place, her grandfather, Timothy Grannis, had removed from New Haven, Conn., the original home of the family in America, had purchased an estate along the bank of the Connecticut and Sugar Rivers, and had married Sarah, daughter of Dr. Wm. Sumner of Boston, Mass. Her mother, Roxana Chandler, was daughter of David Chandler and Hannah Peabody, his wife. These families had settled in the earliest colonial times in Duxbury, Salem, and Boston, a branch of each being found very early in Andover, Mass., from whence another branch went, in the middle of the 18th century, to Amherst, N. H. These ancestors were thus of old colonial and mainly of puritan stock—one of the early comers having married a daughter of Miles Standish,—and another belonging to a family, one of whose members, while a student at Oxford, was hunted down for reading Tyndale's Bible and other so-called heretical works, at a time when the



only purification for such heresies was by burning at the stake.

At all events, this strain of puritan blood seems to have been strong enough to give a decided bias to the new claimant of family traits. When she was five years of age, the family removed to Stanstead, Lower Canada, and located at Hatley, a small town on Lake Magog, one of the group of lakes of which Lake Memphremagog is the nucleus. To this town, Sir Chas. Stuart, a worthy descendant of the not over worthy royal house of Stuart had come in early life as a missionary, and made his home in the house of an uncle of the subject of this sketch. And when, at a later period, by the chances of inheritance, he became an English Peer, he passed this honor on to the next in descent, refusing to leave his work as missionary in the New World. For so small a village, the schools were unusually good, and here the little girl took not her first, but her second initiation in school life.

Her father, as well as his elder brother Timothy, and, still more, a son of the latter, had been accustomed to write in measured rhyme, their poems sometimes appearing in the local papers; and perhaps it was not strange that the child should, as soon as she could hold a pen, make crude attempts in the same direction. She was furnished with a copy book in which she wrote slowly and laboriously the coarse hand which then formed the first exercise of all children in writing; and she soon used herself to turn surreptitiously to the back of the book and copy there the loose rhymes that were jingling in her brain. On one occasion, the teacher passed into the tier of raised seats behind her to examine the copy-books of the higher class, when she was just finishing a rhymed account of some event which had occurred in the school-room. Something must have attracted the teacher's attention; for he stepped suddenly down and grasped the book just as she was turning back to her set task, and, after running it through by himself, with a laugh, he proceeded to read it aloud to the



school; and not satisfied with this, he turned over other pages and regaled the pupils with whatever he could find. Glad enough was the child, when school closed, to draw her hood about her face and scurry home to nurse her mortification in private. Her father, however, came to the rescue and soothed her ruffled mood, but her copy-book confidences were discontinued.

The village schools in this region drew their teachers from the undergraduates of Dartmouth College. But the academy that was soon started had, usually, at its head, some graduate from English colleges; although, as she grew older, she had in this position, for her well-beloved and always helpful teacher, Zadoc Thompson, afterwards State Geologist of Vermont. In the midst of these influences, and in the care of a mother who was everywhere respected and revered, she grew up.

At the age of 14, she had the misfortune to lose her mother, and, as her father had in the same year been elected member of the Provincial Parliament, necessitating his presence in Quebec for a considerable portion of the year, the family was, for the time being, broken up; and the above-mentioned uncle, Timothy, sent his son the long winter drive through Vermont and Canadian snowdrifts to bring this favored niece under his own roof. And here, and in the house of another uncle, Thomas Woolson, she spent the next four years, at Claremont, N. H. At the close of this time, her father having gathered his family once more about him, in Oberlin, Ohio, she joined him at that place, and at once entered the institution which had recently been established there, at first with no thought of taking a college course of study; but, as her perception of its advantages widened, she dropped her desultory work and, preparing herself in the languages, entered the class of '44. She was then at the head of her father's family and found it necessary to do much of her studying at night; so that when she neared the close of her junior year her eyesight failed, and



it was many years before she regained substantial use of her eyes. Her studies had to be dropped, and, after a period of rest, she undertook the work of teaching in Cleveland, at first in the public schools, and afterwards in a ladies' school; at which work she remained until her marriage in 1848, when she removed with her husband to Buffalo, N. Y.

She had been, while a student, a writer for such literary papers as then flourished in Ohio and western New York, as well as for the *New York Tribune*, *Willis & Morris's Home Journal*, and the Philadelphia magazines, and this work was continued after her removal to Buffalo. In 1856, a volume of her poems was published by J. C. Derby, New York. She was already engaged in editing a child's magazine, and being subsequently invited to undertake another child's magazine of higher order, she declined, thinking that the demand for such publications was already supplied; but she suggested the starting of a magazine devoted to the interests of the household, in distinction from the fashion magazines then so popular. This was accordingly undertaken, and was very cordially received. As far as known, this was the first publication in the country devoted to the interests of the home, though this field is now more than abundantly filled. After four or five years of this attractive work, she was obliged, from failing health, to abandon it; and it was sold to a firm in Boston, falling under the editorship of the Rev. Wm. Thayer, with her name for two or three years more as associate editor.

Not long after, her husband was called to the principalship of the State normal school at Albany, N. Y., which he held for two or three years; but, his health having been broken by a protracted illness, he was obliged to give up for a time the exacting duties of his position; and, through the year 1867, he took charge of the department of Natural Science in the normal school at Brockport, N. Y., while his wife held, at the same time, the position of lady-principal of the school. Her youngest child being then old enough to go with her into



the school-room, she had decided that in her husband's uncertain state of health her place was at his side. And when, at the close of this year, he accepted the principalship of the second normal school of Wisconsin, then about to be opened at Whitewater, she took charge of the ladies' department in this school.

The dedication of the new building at Whitewater had hardly taken place, when the sudden death of their only daughter, who was just on the verge of womanhood, and who, from early childhood, had shown unusual gifts of mind and character, gave a fresh shock to those who were undertaking this new work. She had been her mother's close companion and sympathizing friend through all her young life, and the blow fell very heavily upon the parents and the household. True, many daughters, always thoughtful and well beloved, came under her care during the years spent in Wisconsin; and the school with its active duties, was her consolation and relief. But such wounds do not heal readily.

The life in Wisconsin was one of few vicissitudes. The responsibilities of a large and constantly growing school left no time for literary effort, and she found the highest compensations of life in the pleasant task of teaching those who were in turn to become teachers of the young, for she hoped thus that any good seed which might be sown would return fourfold at the harvest.

After nearly a decade of labor in this field, she returned East, and, through the winter of 1876-7, was, with her husband, in charge of a ladies' school in Yonkers, N. Y., but in the following autumn removed with her husband to Buffalo, and after two years spent in their old home, her husband having received a call to the charge of the normal school in Cleveland, O., they removed to that place, where they still reside. In 1884, she published a small volume entitled: "Home and School Training," (Lippincott & Co., Philadelphia), and soon after undertook the editing of "*The Earnest Worker*," the or-



gan of the Women's Charitable Association of Cleveland, a work which she has only recently laid down.

#### MISS LILLY.

Catharine Headley Lilly was born in 1844, in Gorham, Ontario County, New York. She graduated in 1861 from Ontario Female Seminary, a private school in Canandaigua, N. Y.; though her education was largely under the personal direction of her father, a scholarly Presbyterian clergyman, to whom much is due for the formation of habits of thought and independent study.

Her work as a teacher has been almost entirely in high and normal schools. For two years, until 1863, she taught in Canandaigua, N. Y., in the school from which she had graduated in 1861. In 1864-66, she taught in a high school in Coldwater, Michigan; in 1866-68, in a private school in Lake Geneva, Wisconsin. In April, 1868, she entered the Normal School at Whitewater, taking charge of the Academic department; but remained only until October of the same year. She taught in the high school of Fond du Lac, Wisconsin, in 1869-1871. In October of that year, she returned to Whitewater and remained in the school as teacher of English grammar and Latin until 1877. Since that date, she has taught in the East-side High School, Rockford, Illinois, from 1878 to 1882, and in the Milwaukee High School from 1884 until the present time.

As a teacher, it may perhaps be said that she makes conditions favorable for doing work, lays emphasis upon principles and essential points of a subject, exacts obedience, but avoids unnecessary friction through forethought and management. The general character of her work has been the teaching of history, English language and Latin, though the demands of the smaller high schools have often required more than one addition to this list.



**MISS STEWART.**

Sarah A. Stewart was born in Madison Co., N. Y., and received her early training in the common schools of that State. After the family moved West, she attended private schools mainly, Mount Morris Seminary, Illinois, and others, including Milwaukee Female College. In 1864, she went to the Mount Holyoke Female Seminary, Mass., and graduated there in 1867. Taught in the public schools of Illinois and Wisconsin three years. Entered the faculty of the Whitewater Normal School at its opening, as Teacher of the Primary Department, where she manifested great fitness for the position, placing the work on a high plane. In 1869, she was transferred to the department of Geography and History in the Normal School, and here, again, showed great power as a teacher. She left the Normal School in 1872. Taught one year in the Milwaukee Female College and was twelve years in charge of the Milwaukee City Normal School. Spent one year in Europe visiting schools. Was called to Philadelphia in 1886, where she taught one year in a private Normal Kindergarten Training School, and two years in the Girls' High and Normal School. Since then, she has conducted a school of her own for training kindergartners and teachers, at 1520 Chestnut St., Philadelphia.

Miss Stewart is a woman of keen intellectual perceptions and great force of character, devoted to the profession of teaching, and an able expositor of Froebel's philosophy of education.

**PROF. CHAMBERLIN.**

Thomas Chrowder Chamberlin, LL. D., occupied the chair of natural sciences in the Whitewater Normal School for four years, commencing with the autumn of 1869. Although his native state was Illinois, (born near Mattoon, Sept., 1843), his early life was spent mainly in Wisconsin, whither his pa-



rents removed soon after his birth. Aided partly by resources of his own earning, he completed the classical course (the only one then offered) of Beloit College, in 1866, graduating with distinction. Immediately afterward, he was made principal of the Delavan (Wis.) high school, where he remained two years. It was during this time that he first became especially interested in physical science, for the pursuit of which he resolved to prepare himself. In pursuance of this plan, the year 1868-9 was spent in the University of Michigan in graduate study. It was at the close of this year's study that his work in Whitewater began. His work in the Normal School was vigorous and inspiring and left a permanent mark upon the school. It had also its reflex influence upon the teacher; for his proximity here to the "Bluffs," or Kettle Moraine, stimulated an interest in the great problems of Drift Geology which eventually gave direction to his special life-work. His ability as an instructor soon brought him into notice, and he was called by his *Alma Mater* to occupy her chair of Geology, Zoology, and Botany.

Soon after going to Beloit, he was made assistant on the State Geological Survey. In 1876, he was made Chief Geologist of the State. Although retaining a nominal connection with the college, his whole time for three succeeding years was given to the survey. The survey carried through under his management was one of the most successful State surveys ever executed. It was characterized by the expedition and by the high grade of work which mark the administration of a successful executive, who is at the same time an expert in the work which he essays. After the completion of the field work of the survey, Professor Chamberlin resumed active work in Beloit college, although the publication of the reports of the survey was not completed until 1881.

During the same year, 1881, Professor Chamberlin was made Chief of the division of Glacial Geology, in connection with the U. S. Geological Survey. With this appointment,



his connection with Beloit College closed. Under his direction, the study of glacial geology received a great impetus throughout the country. It is entirely within the limits of truth to say that he has done more for this department of geology than any other man in America, and that within this field he has no superior in any country. He has given not a little attention to other branches of his chosen science, and is looked upon by geologists as one of the strongest men of their brotherhood.

In 1887, Professor Chamberlin was made president of the State University of Wisconsin, retaining his position on the survey. During the five years of his administration, the prosperity of the university was unexampled. It not only doubled in numbers, but its facilities and efficiency were increased in a corresponding ratio. These things brought the institution into high favor throughout the State. Upon his retirement from the presidency, it was remarked by one of the best and best-posted educators of the State, that President Chamberlin was the best university or college president the interior had produced. This was certainly the sentiment of his faculty at Madison. Not the least of his achievements in connection with the university, was the transference of the discipline of the university from the paternal to the civic basis. The beneficent moral effect of the change was conspicuous to every intelligent observer of the university life.

In 1892, he left the institution which he had done so much to advance, to accept the head professorship of geology in the University of Chicago.

Professor Chamberlin is a bold thinker, a clear foreseer of the trend of things, and a man of marked originality. While in some sense an opportunist, he is much more, often going so far beyond the position which present opportunity seems to favor as to be regarded as radical and revolutionary. Time has generally justified his radicalism, even in the eyes of those who hesitated to follow at the outset.



**PROF. ROCKWOOD.**

Sheppard S. Rockwood was born in Herkimer Co., N. Y., and came to Walworth Co., Wisconsin, with his parents, in Territorial days. He got his early education in the old Union School at Elkhorn, and, later, became a student at Milton Academy, from which he graduated July 4, 1859. He was married to Miss Flora Hawley, a member of the Academy faculty, March 23, 1859.

Soon after graduating from the Academy, he entered the State University; but his course there was broken off by the War of the Rebellion. He entered the Union army as a lieutenant in the 13th Wisconsin Infantry, but was soon afterwards made a captain and commissary of subsistence. His service was mainly in the valley of the Mississippi river. He was Depot Commissary at Columbus, Kentucky, and afterwards Acting Chief Commissary of the 13th Army Corps, General E. O. C. Ord commanding. He was in charge of the Chief Commissary Office in New Orleans while General Canby was operating against Mobile. His last military duty was on General Custer's staff, in Texas, after assisting in receiving the surrender of General Kirby Smith's army at Shreveport, La.

Mr. Rockwood was for three years a member of the Board of Trade in Chicago, while engaged in the produce commission business, from which, in 1869, he was called to the chair of mathematics in Milton College. This he filled for two years, when he became principal of the Academic Department of the Whitewater Normal School. In 1872, he became professor of mathematics in the Normal School, continuing eight years. He held the office of Assistant State Superintendent during 1881, and then took up newspaper work, first at Elkhorn and then at Janesville. In 1885, he became half-owner and editor of the *State Register* at Portage, Wisconsin. During 1887 and 1888, he was an officer, as well, of the State Land Office. From that place, he was



called to Washington by Secretary Rusk, to be Chief Clerk of the Department of Agriculture, which place he held nearly three years, when he was promoted to be Assistant Chief of the U. S. Weather Bureau. His resignation was demanded by Secretary Morton, soon after the change of administration, and he was relieved April 30, '93.

He has written some, lectured some, given readings, and made many speeches for the Republican party and its policies, for which latter cause he could hardly escape decapitation at the hands of the opposition when it came into power.

#### MISS DE LANEY.

Born, March, 1842, Granville, N. Y. Died, July, 1887, Whitewater, Wis.

Mary De Laney was the daughter of Rev. Jas. De Laney, a Baptist minister, who moved from New York to Wisconsin in 1844.

From early childhood, Mary gave special attention to books. She possessed a tenacious memory, and a vivid imagination. She had only such advantages as the public schools of a new State could give, till 1868, when the family settled in Whitewater. She there entered the State Normal School in 1869, and graduated in 1872, as valedictorian of her class. She had taught seven years before graduating, and had made a good record. She was engaged as teacher in the Normal School the fall after graduation, which position she held for fifteen years.

Her work from the first was principally geography, and soon became wholly so. In this, her favorite branch, she had no superior in the State. She was enthusiastic, energetic, zealous, sympathetic. There was no subject in the school courses more eagerly sought by the pupils than hers, and no class room more happily remembered. Her work was pre-eminently unselfish. The good of her pupils was



her first consideration, and when it was decided what was best to be done, then the work was never too hard for her to undertake.

Her character was strong and pure. Her pupils grew strong because of her strength, and pure because of her purity. Many a young girl has received from her womanliness an inspiration that was her guiding star to a noble life. Her influence upon her pupils and friends was as though she were a magnet, drawing to her the best thoughts and feelings that were in them. She lived on a plane bounded by purity, devotion to truth, unfailing gentleness, and thorough culture.

In the midst of her early school work, her mother died. This devolved upon Mary the entire care of her father and a young brother. Here, again, her beautiful character showed itself. Without laying any of her work aside, she assumed this added responsibility; and never were father and brother more tenderly watched over and cared for, than were these by her. And when her indomitable courage and strong will could no longer baffle her insidious disease, she closed her weary eyes, and with almost her last breath said: "What will become of father?"

At her death, the Regents of the Normal School felt that they had said too little when they adopted the following minutes, which were presented by Secretary Chandler:

"Miss Mary De Laney, who was, by vote of the Board at the last meeting, given leave of absence for one year, died suddenly at her home in Whitewater in July last. Thus ended, in early womanhood, the life of a teacher eminent for conscientiousness and fidelity in all her work, who made the welfare and progress of pupils an intensely personal interest, and who sternly put aside all mock sympathy with weakness, mediocrity, and indiscretion, that she might make manifest a truer and greater sympathy and concern for their higher interest and ultimate good. Suffering for many years the insidious and stealthy yet almost imperceptible advances of a mortal disease, with a marvelous prevision and persistence she husbanded every resource of strength and vitality, fore-









Albert Salisbury.



going every form of personal gratification, that with unabated energy in the midst of increasing weakness she might still minister to the intellectual growth, vigor, and strength of pupils under her instruction. Thus passed from the service of the Board, and from all earthly labor, one who loved truth, loved the calling of a teacher because it deals with truth, and gives great opportunities for begetting and strengthening the love of truth in the things of the understanding, and of conduct and character.

Trained in the Normal School at Whitewater, she passed from the rostrum at graduation to the teachers' platform in the same school, and there has remained for fifteen years.

There she began her work with intelligence, enthusiasm, and high purpose to excel; there she prosecuted it with zeal, consecration, and unflagging interest; there she ended it, crowned with the grateful obligations, love, and appreciation of a long line of pupils, fellow teachers, members of the Board of Regents, and the entire community where she lived, wrought and died."

#### **PRESIDENT SALISBURY.**

Albert Salisbury was born January 24, 1843, in the town of Lima, Wis., almost in sight of Whitewater steeples. But there were no steeples in Whitewater then. His early years were those of the oldest child in a pioneer family, full of work and privation. Till the age of eighteen, he had only the district school training, and but little of that; though it was his good fortune to have a few good teachers, notably Mr. N. A. Hamilton, who was an inspiring teacher and friend. The best part of his early education was received at home from his mother, who had been a teacher before her marriage.

In the winter of 1861-2, while the war fever was at its height, young Salisbury found entrance into Milton Academy and there fell under the influence of a strong corps of instructors including the two Whitfords and Edward Searing. He worked on the farm summers, attending the Academy win-



ters, until the winter of 1863-4, when he entered the army as a private soldier in the 13th Wisconsin Infantry, serving in the Army of the Cumberland, and afterwards helping to enforce the Monroe Doctrine, in Texas, under Gen. Sheridan. Through the summer of 1865, he was Postmaster of the Dept. of Texas, with headquarters at New Orleans.

He was married in November, 1866, to Miss Abba A. Maxson, and engaged for a time in farming and the nursery business to both of which he had been trained. Later, he returned to Milton, and graduated in the first college class, in 1870. He then became principal of the Brodhead High School, remaining there until March, 1873, when he came to the Whitewater Normal School as its first Conductor of Institutes. This position he held for about nine years, and had a hand, with Robert Graham and Duncan McGregor, in giving shape to the institute work of the State as now organized.

Losing his wife in 1881, he resigned his position in the following year and entered the service of the American Missionary Association as Superintendent of its schools among the Freedmen at the South and the Indians at the West. This position he held for three years, traveling nights and Saturdays, about 30,000 miles a year, and inspecting schools by day. During two years of this time, his headquarters was at Atlanta, Ga.; the third year, in New York city, at the general office of the Association.

In this work, he found a very congenial field; but in February, 1885, he was invited to the presidency at Whitewater, and the attractions of his old home prevailed. He entered upon the new position in July following, remaining until the present time.

He was married a second time in August, 1883, to Miss Agnes Hosford of Hudson, Wis., for some time a teacher in the Whitewater Normal School, and, before that, County Superintendent of Schools in Eau Claire county for several years.



**PROF. COPELAND.**

Herbert E. Copeland was born at Avon, Mich., May 7, 1849.

When a boy, he attended an academy at Ypsilanti, Mich., where he soon gave evidence of possessing a mind of rare insight and alertness. At the age of nineteen years, having already taught for two years, he entered the classical course in the Wisconsin University from Monroe, and remained there till the close of his sophomore year in 1870, when he entered the junior class of Cornell University at Ithaca, N. Y., in which institution he pursued a scientific course.

At the time of his graduation, he was chosen by his class as essayist for Class Day, and was appointed by the faculty as one of the speakers for Commencement Day. On graduation, he received the degree of Ph. B., but after two years he was honored by being appointed orator for the Cornell Alumni meeting, at which time he was given the degree of M. S.

The first year after graduation, he was principal of a school at Ravenswood, Ill., and then became professor of natural sciences at Whitewater. Those who were his pupils during the two years he taught here soon saw that there was a superior teacher in the chair, and many who knew him in those days speak of him still as the finest teacher they ever knew. His full and accurate information was a constant marvel to his pupils; and greater than that was his ability to inspire all with a desire to know. An hour spent in his class room was always a delight and an inspiration.

When it became known to the students that, for some unpublished reason, Prof. Copeland was not to be retained in the school, their surprise and grief were great and sincere.

In the fall of '75, he became teacher of natural science in the high school of the city of Indianapolis. His work there was such as to add to his reputation as a teacher and a scien-



tist, and he was becoming known as a writer upon scientific subjects.

Prof. Copeland was a young man of great physical energy, which was unsparingly put to the service of his enthusiasm as a teacher of science; and many a pupil found that it was a rash thing to attempt to accompany him on a Saturday's tramp.

He became especially interested, in connection with Prof. David P. Jordan, now president of Leland Stanford University, in the study of fishes. This special interest, with his zeal as a naturalist, led to his untimely death. While collecting specimens through the ice of a river, he broke through into the chilly current, and received a physical shock which terminated his life, December 12, 1876.

Mr. Copeland was married, Sept. 7, 1872, to Miss Alice M. Bingham of Monroe, who still survives with two promising sons, now students in the State University.

#### **PROF. KLEEBERGER.**

George R. Kleeberger was born in Monticello, Wis., Feb. 25, 1849. He experienced the benefits of farm life and an alleged country school in the winter until 17 years of age. He began teaching in 1866, and graduated from the Platteville Normal School in 1870. The next year, he was principal of a ward school in Manitowoc; and the year following, was principal of the Green Bay High School.

He graduated from the scientific department of Yale College in 1875, and was called in the following autumn to be professor of natural science at Whitewater, which position he filled for three years. In the fall of 1878, he became principal of the public schools at San Diego, Cal. He was afterwards principal at Marysville, Cal., and in 1882, became teacher of



science in the San Jose Normal School. In 1889, he became Vice-Principal of the school, in which relation he still remains. Prof. Kleeberger was married in 1879, to Miss May L. Allen of Minneapolis, who was in charge of the Primary Department in the Whitewater Normal School from 1876 to 1878.

#### **PRESIDENT PHELPS.**

William Franklin Phelps was born in Auburn, N. Y., Feb. 14, 1822. He graduated from the Albany Normal School in its first class, in 1845. After graduation, until 1852, he was in charge of the Model School in the same institution. Was Principal of the Trenton (New Jersey) Normal School from 1855 to 1864, and of the Winona (Minn.) Normal School from 1864 to 1876. President of the Whitewater Normal School in 1876-78. Was president of the National Educational Association in 1876. Was City Superintendent of Schools in Winona, Minn., from 1878 to 1881. Since, Secretary of Board of Trade in Duluth, Minn., and promoter of real estate enterprises in St. Paul and elsewhere. Published the "Teachers' Hand-Book" in 1875, and has written many articles for educational publications, cyclopaedias, etc.

#### **MRS. KNAPP.**

Eliza M. Wright was born in Hendersonville, Ill., July 21, 1841. Her father was a Congregational minister, actively interested in educational matters, establishing an academy, serving as Supt. of Schools in Stark Co., and introducing Horace Mann as conductor of a teachers' institute. Eliza attended "select schools" under teachers from South Hadley, Mass. At the age of fifteen, she entered a high school, taking a four years' course. While a student, she taught music



in each department of the Galva graded school. It was one of her earliest ambitions to become a teacher, and in everything she studied the thought was always present how to make it available for teaching. And she has always found those who desired to be taught. She taught music and Latin in a female seminary in Henry, Ill. Then taught music in Dover Academy, Ill., and Adrian College, Mich., where she also pursued the studies of the junior year in college. Then she married and removed to Kansas. In four years, she was a widow with two little sons, and three dollars in her pocket. The next day after her husband's death, she was offered work as teacher of the colored department in the schools at Grasshopper Falls, Kan., in which she taught one term. She then went from house to house giving music lessons, leading one son by the hand, and leaving the other, who could not walk, to be cared for by kind neighbors.

Later, she commenced the study of music in Chicago, taking work on the pipe-organ; but the great fire of 1871 burned out her teacher and made her glad to return to the country. She returned to Kansas in 1872, but again studied music in Chicago one year in 1875-6. Returning to Kansas again in '76, she taught methods of teaching singing, in teachers' institutes, or summer schools, gave piano lessons, and taught classes in Salina, Kan.

She was called to the Whitewater Normal School in 1877, where she has remained for sixteen years, doing the school excellent and unwearying service, educating her sons, and entering actively into all the religious and benevolent activities of the church with which she was connected. She resigned in June, 1893, to go and make a home for her sons, Harold and Will, who are both teachers of music in the Conservatory of the Northwestern University, at Evanston, Ill. Their home is at Rogers Park.



**PROF. JOHNSON.**

Warren Seymour Johnson was born in Rutland County, Vermont, Nov. 6, 1847. His family removed to Wisconsin in 1850, residing for a time in Waukesha county, removing to Kilbourn in 1857, and finally settling near Menomonie, in 1864. Here, in the heavy woods of Dunn county, the family lived a life of considerable hardship and privation. The subject of this sketch was at one time without other apparel than a flannel shirt and a pair of trowsers fashioned by himself from old tent cloth. He was totally without educational opportunities, but by sheer force of his own efforts he secured the rudiments of an education. This was supplemented later by private study devoted to artistic and scientific subjects.

But it is to be said that while Mr. Johnson has become a man of high scientific attainments and wide and critical intelligence, he is in the strictest sense what very few men are, self-made.

He was County Superintendent of Schools of Dunn County from 1871 to 1874, and discharged the duties of the office with great efficiency. During this period, he was married to Miss Cora E. Smith, by whom he has two sons. In 1874, he became principal of the public schools of New Lisbon, Wis., remaining there for three years, when he was called to the Whitewater Normal School as teacher of drawing and penmanship. Here is further proof of his great originality and self-directive power in the fact that, without any instruction, he had fully qualified himself for such a position. It is safe to say that the work in drawing which he developed and organized at Whitewater had greater educational value than any similar work done in the State up to that time.

The bent of Mr. Johnson's mind was pre-eminently scientific; and his reading and thought went in that direction. This, with his inventive power, especially qualified him for the teaching of natural science, particularly physics. It thus



happened that he was made professor of natural science in 1881. Soon after, the invention by Faure of the storage battery turned his attention towards electricity. He began certain studies in this direction which resulted in reviving strong inventive instincts which had possessed him as a boy, but which he had suppressed as being dangerous and unprofitable. The difficulty of distributing heat and controlling the temperature of rooms in a large school-building also engaged his attention. He was, thus, led to certain practical inventions of such merit as to enlist the interest and co-operation of electricians and capitalists in Milwaukee, with the result that he was drawn out of the work of teaching in 1883.

He has since perfected the Johnson Electric Heat Regulating Apparatus and many other valuable inventions. He has organized the Johnson Electric Service Co., of which he is Secretary and Treasurer, and has developed a unique and profitable business which is national in its scope. Hundreds of school-buildings, and a greater number of hotels, public buildings and business houses are now made more comfortable and healthful by the use of his apparatus.

In 1889, the German government gave his system of heat regulation a thorough and scientific testing under the direction of Prof. Rietschel. By order of the Royal Prussian Minister of Public Works, Prof. Rietschel tested the apparatus for an entire winter, taking three readings of the thermometer each day where the heat was automatically controlled by the Johnson apparatus. The result was so satisfactory that the German government ordered Prof. Rietschel's report to be sent under proper seal to the inventor of the device.

#### **PRESIDENT STEARNS.**

John William Stearns, LL. D., was born at Stockbridge, Mass., 1839; his preparation for college was obtained in Thomaston Academy, Me., and in the Racine High School, while it was under the care of Hon. J. G. McMynn. He graduated from





*J. W. Thomas.*







Harvard University with high honors in 1860, having taken the ancient classical course. He taught one year in the normal school at Winona, Minn., and one year as principal of the Canton, Illinois, high school, after which he was for ten years professor of Latin in the old University of Chicago. Having previously been connected editorially with the *Winona Daily Republican* for over two years, it was easy and natural for him to extend that experience by acting as assistant editor of *The Standard*, the Chicago Baptist journal. His literary facility and cultivated taste made this a valuable as well as agreeable service.

In 1874, he accepted the position of Director of the National Normal School at Tucuman, in the Argentine Republic. The journey thither, and return, gave convenient opportunity for travel in Europe, which was the more welcome and profitable on account of the character and language of the people of the South American states. Returning to the United States after four years' absence, he was tendered the presidency of the normal school at Whitewater.

In this position, his aptness as a leader and administrator had full play. The brief term of his predecessor had been long enough and exciting enough to leave ample opportunity for his wisdom and geniality to be exercised in bringing harmony and zealous interest into the work of the faculty and students. His uniform courtesy and kindly manner and effort to serve the interests of every member of the school, secured the hearty esteem and co-operation of all.

During his administration, the school grew in numbers and the course was strengthened. The reference library was greatly extended, and a beginning made in shop-work, or manual training. The school soon felt and responded to a strong impulse toward the very best result attainable, so that the discipline and organization of the school became much less formal and rigid, while a high standard of conduct was maintained. Enforced obedience



gave way to voluntary observance of necessary regulations. Lasting impressions were made by his morning talks to the school, affected as they were by his broad sympathies and liberal studies, his interest in art, literature, and whatever tends toward culture and the humanities.

The trend of Dr. Stearns's thought on educational matters during his life at Whitewater, and his influence on the teachers of the State, may be gathered from certain articles prepared for the Wisconsin Teachers' Association and published in the *Wisconsin Journal of Education* as follows: "Some Incalculable Elements of School Work," Aug., 1880; Report of the committee, of which he was chairman, on "Moral Education," Feb., 1884; and his address, while president of the Wisconsin Teachers' Association, Aug., 1884, on "Elementary Education."

In the early part of 1885, he accepted an invitation to the newly established chair of pedagogy in the State University at Madison. Besides his work in developing courses in the history and philosophy of education, he at the same time undertook the duties of lecturer in connection with the system of teachers' institutes. About the same time, he resumed editorial duties, taking sole charge of the *Wisconsin Journal of Education*. He was mainly instrumental in organizing the Wisconsin Summer School of Science, with which he has since been constantly identified.

In these various spheres of labor, Dr. Stearns has exerted a strong influence upon a very large body of the teachers of the State, liberalizing and inspiring.

#### MISS CONKLIN.

Margaret Elizabeth Conklin was born in Oswego county, N. Y. When less than a year old, her parents removed to Neosho, Dodge county, Wis., where she had district school experiences, both as pupil and teacher. She taught eight



terms in three schools, and acquired such a love for her work as to induce her to seek to improve her qualifications by becoming a student in the Whitewater Normal School in the fall of 1868.

Previous to her graduation in '73, she taught in the Soldiers' Orphans' Home, and the Third ward public school—both of Madison.

The year of '73-4 she spent in Neenah as the high school assistant of D. E. Gardner, later a teacher in the Platteville Normal School. From there she went to the Twelfth District School, Milwaukee, as primary grade teacher, her preferred line of work. Here, in course of time, a city normal training school was established, with Miss Sarah E. Stewart, now of Philadelphia, as principal, and Miss Conklin as assistant. Miss Conklin continued to take charge of a grade, but as a "model department," a part of the normal training work.

About this time, her favorite reading was in the line of psychology with a leaning toward medicine. Her excellent teaching and her native ability combined, in time, to attract the attention of the Normal Regents, and in October, '78, she was offered the position of "training teacher" at Whitewater, by the president, Dr. Stearns. Here she remained five years, doing most satisfactory work; but she was drawn away by an offer of the principaiship of a school which was to be devoted to the training of teachers for the city of Marshalltown, Iowa.

Being devotedly attached to Wisconsin, one year of this work, experimental with the Iowa people, served to convince her that a subordinate position in Wisconsin was preferable to a more prominent one in another State; so she returned. After a rest, she took a second grade in the Sixteenth District of Milwaukee, under the direction of the widely known and much esteemed Chas. E. Spinney. His death occurring in the following February, the management of the school was



confided to Miss Conklin, and was successfully administered by her until May, when a *man* was appointed to the position. In September, Mr. Arthur A. Burch took charge of the school, and with him she remained as assistant until the death of her dear friend and fellow graduate, Mary De Laney, made an opening in the geographical department at Whitewater, which she was asked to fill, and did fill to the satisfaction of all concerned, for two years.

In the summer of 1889, the relations between the Milwaukee Normal School and the city school system were such that Miss Conklin's intimate knowledge, both of the Milwaukee schools and of normal school problems, pointed to her as a desirable person to have charge of the training work in the Milwaukee Normal, to which she was accordingly transferred at that time. The duties of that responsible position she has since discharged with great efficiency and fidelity.

For several summers past, Miss Conklin has been employed to give professional instruction in various summer schools.

But she is now Miss Conklin no longer, having been married in July, 1893, to Wm. E. Bloomfield, of Milwaukee, one of the editors of the *Western Teacher*.

#### MISS ROGERS.

Cornelia E. Rogers was born at Juneau, Wisconsin, in which vicinity she was first a pupil and then a teacher in the rural schools.

In 1871, she came to the Whitewater Normal School, remaining for a year and a half, when she left school to take the position of principal of the intermediate and grammar grades at Horicon, which position she occupied for four years. It was here said of her, by one who knew her work, "Miss Rogers will get the most genuine work from her pupils of any teacher I ever saw; and they all seem to enjoy it." She re-



signed this work to return to the normal school. When she had finished the Elementary Course, in 1878, she was made a half-time teacher in the Academic department. This enabled her to continue her studies, and graduate from the Advanced Course in 1882.

She was then made principal of the Preparatory department for one year, during the absence of Miss Salisbury; and at the end of the year she became teacher of U. S. history and mathematics in the Normal department, which work she held for seven years. In 1889, she was transferred to the department of Geography, in which she finds a congenial and stimulating field. Since entering upon this line of work, her summers have been largely spent in study or in travel, to the end of a greater efficiency in her teaching.

#### **MRS. COOKE.**

Ada M. Ray was born in Mukwonago, Nov. 27, 1849. She attended the district schools of Walworth county until March, 1865, when she entered Milton Academy, from La Grange, where her parents then resided, and continued in the school till after it had become a college, eventually receiving the degree of B. S.

Miss Ray was married September 26, 1871, to Wilkes A. Cooke, of Milwaukee, a promising young man with whom she had been a fellow student in the college. A few years later, Mr. Cooke went to Texas, on account of failing health, and died there in 1878.

With a view to the support of herself and little son by teaching, Mrs. Cooke entered the Normal School as a student in August, 1874, graduating in 1877. After a half-year of needed rest, she engaged in teaching at Elkhorn. At the end of the same school-year, she was called to the charge of the Intermediate department of the Model School, at Whitewater, which position she held with great acceptance for nine years.



In 1886, she was transferred to the normal department as teacher of English branches, including reading. In this relation she still continues.

Beginning with the first graduating class, in 1870, Mrs. Cooke has witnessed the graduation of every student from the Whitewater Normal, save only the classes of 1870 and 1885, and has, therefore, listened to all but ten of the graduating orations.

#### MISS AVERY.

Mary L. Avery, who held the chair of Rhetoric and English literature from 1880 to 1887, was born at Glastonbury, Conn., of New London ancestry,—the Averys and Allyn of New London, whose names, to the number of fourteen, appear on the Groton monument, erected to the memory of the patriots who fell when Benedict Arnold burned the town. Captain James Avery commanded the ship *Arbella*, which brought Governor Winthrop to Massachusetts, twelve years after the *Mayflower's* arrival.

Miss Avery was brought up in the city of New York, where her father was for many years a merchant. Her early education was conducted at home, save two years in a French school. She was privately fitted for college by her brother-in-law, Prof. Allen S. Hutchens, of Wisconsin, and entered Vassar at sixteen years of age as a sophomore, graduating in 1868, with a Commencement part, and also that of Class-Day historian. In 1873, a desire for active occupation led her to accept a call to Vassar College as critic of the Junior Class in English Composition, involving practical drill in logical and rhetorical methods. This work was done under the accomplished Professor T. J. Backus, now President of the Packer Collegiate Institute in Brooklyn.

In 1880, Miss Avery resigned this position, being called to Wisconsin by the illness of her father. Soon after his death,



she was appointed to the charge of the English department in the normal school at Whitewater.

In 1887, she was invited by the Century Company of New York to a position on the staff of the Century Dictionary, then in the first year of its preparation. Entering on the work in July, she gave her attention to the definition of literary words, and their illustration by quotations ranging from Middle English to the present day. On the completion of the Dictionary, in 1891, the staff of workers was disbanded, their labors being acknowledged by the Editor, Prof. W. D. Whitney of Yale University, in his preface to the work, three of the women most actively engaged, Miss Katharine Wood, Miss Brewster, and Miss Avery, appearing on his roll.

In 1892, Miss Avery was called to the Pratt Institute in Brooklyn, N. Y., with the position of lecturer on general literature to the School of Literary Training, the various courses of lectures being open to persons not connected with the School. This position she holds at the present time.

#### MISS COUCH.

Ellen J. Couch passed the early years of her life in western Massachusetts, among the Berkshire Hills. At the age of ten, her parents removed to Iowa, where she received a common and high school education. Early in life, she had a desire to teach, and she began work in Moingona, Iowa, afterwards teaching, also, in Boone, Iowa.

Soon feeling the need of wider knowledge and a professional training, she returned to her native State and entered the Westfield (Mass.) Normal School, then under the principalship of Hon. John W. Dickinson, and graduated in 1879. After teaching again one year in Boone, Iowa, she was called to Whitewater as principal of the Primary department in the Model School. In this position, she remained for eleven



years, maintaining a high standard of work and endearing herself greatly to the children and their parents.

In the summer of 1891, she resigned her position, to the regret of all, and betook herself to the Pacific Coast, where she has since been a teacher in the primary schools of Tacoma, Wash.

#### **PROF. T. B. PRAY.**

Theron Brown Pray was born in Wyoming, New York, in 1849. He prepared for college in the public schools of Belvidere, Ill.; and graduated from the University of Chicago in the regular classical course in 1869. After spending a year in Buffalo, N. Y., studying law, he became principal of a graded school in Saginaw county, Michigan.

While teaching, he was, in 1872, admitted to the bar, but did not take up the practice of law. In the same year, he moved to Beaver Dam, Wis., where for five years he taught mathematics and acted as associate principal in Wayland Institute. After three years' service as principal of high schools in Tomah and Beaver Dam, he came, in 1881, to Whitewater as professor of mathematics. This service was varied by a half-year as acting president of the school, in 1885, after the resignation of Dr. Stearns. In 1888, he succeeded Prof. Maxson as conductor of institutes; in the school, teaching political economy, civil government, and school economy, including school law. He has served several years as superintendent of schools and member of the board of education of the city of Whitewater.

#### **PROF. HUMPHREY.**

James Nelson Humphrey was born October 23, 1858, at Emerald Grove, Rock Co., Wis. He commenced attending the district school when four years old. His parents allowed



him to do this, as he would be accompanied by older members of the family, thinking he would tire of it in a few days. But not so. A strong attachment was at once formed between him and his teacher, and home had no charms for him when the clang of the school bell was heard.

By the short hours of instruction and the long ones of recreation kindly given by one of the best of teachers, his advancement was rapid. At sixteen, he was beyond the reach of teachers usually put into a country village school, and was sent to Milton College, where he pursued a four years' classical course. During this time, he taught one term in a district school near Johnstown, Rock Co., Wis., and one term near St. Nazianz, Manitowoc Co., Wis. He was graduated in 1879, and for the following year was first assistant in the high school at Fond du Lac. Then one year was spent in the eastern States in travel and visiting. He returned to his native State in the summer of 1881; and that fall he entered upon his work in the Whitewater Normal School, where he has ever since been the teacher of Latin and kindred subjects.

#### MISS SALISBURY.

Harriet Adelaide Salisbury was born in the town of Lima, Wis., in 1845. She received her early education in a country school, a mile and a half from her home. Later, she entered Milton Academy, where she took high rank as a student.

After teaching in the country schools of Rock County for several terms, she entered graded school work, teaching in Brodhead, Whitewater, Menomonie, and Lodi. From 1877 to 1879, she was principal of the Sun Prairie public schools. In the school year 1879-80, she was a student in the Valparaiso, (Ind.), Normal School. The next year, she became a teacher in the River Falls Normal School for one year. In the fall of 1881, she was made principal of the Preparatory department at Whitewater, a position for which she had spe-



cial qualifications. She retained this work, with the exception of one year which she spent in Atlanta, Ga., on leave of absence, until the summer of 1888, when she resigned and went to the Pacific coast. She there taught one year in the city schools of Portland, Oregon. She was then invited to Tacoma, Wash., in 1889, and, after three months, was made principal of the Hawthorne School, retaining the position up to the present time.

#### PROF. MAXSON.

No teacher who has been connected with the Whitewater Normal School is held in kinder remembrance than Henry Doty Maxson. He was descended, on the mother's side, from Edward Doty, one of the famous party who signed the compact on the *Mayflower*. His father's family, the Maxsons, were also very early in New England, at Westerly, R. I. They belonged to the religious connection of Seventh Day Baptists, to which denomination the family furnished several preachers.

Henry Doty Maxson was born Sept. 6, 1852, among the hills of Madison Co., New York, near De Ruyter, and was reared on the farm. As a boy, he developed strong intellectual tastes, with a predilection for the vocation of preaching, in preparation for which he attended Alfred University, a college of his denomination. But losing faith in their peculiar tenets, he withdrew and entered Amherst College, where he graduated in 1877 with honors, being valedictorian of a class of seventy-five.

September 5, 1877, he was married to Miss Ada E. Wells, of Cazenovia, N. Y. In January, 1878, they came to Milton, Wis., where he became a teacher of languages in Milton College. In the summer of 1879, they removed to Milwaukee, where he taught for four years in Markham's Academy. When Prof. Salisbury resigned his position as Conductor of Insti-



tutes in the Normal School, in the summer of 1882, Prof. Maxson was at once pitched upon to fill the vacancy; but he had already engaged with Prof. Markham for another year and would not break his engagement. Accordingly, the place at Whitewater was filled temporarily, and the Board waited a year for Mr. Maxson to regain his freedom. He entered the Normal School in the fall of 1883, and soon attained a very high place in the respect and affection of faculty and pupils. His fine scholarship, his manly bearing, his unfailing courtesy and candor, and pre-eminent fairness, made contact with him not only a pleasure but a service of the highest value. But, notwithstanding his popularity and success, he did not remain wholly at ease as a teacher. The preaching instinct of his boyhood, which loss of faith in orthodox beliefs had caused him to suppress, again welled up in him; and when he received a call to preach to the Unitarian Society of Menomonie, Wis., he accepted, and began his ministry in April, 1888. He also preached at Eau Claire, as an out-station. His work at Menomonie was very successful, and he was soon housed in a unique and commodious building, known as the Mabel Tainter Memorial, which included auditorium, library, club-rooms, etc., erected at a cost of \$120,000. Here he found a great and congenial work until it was suddenly cut short by cerebral hemorrhage, at Eau Claire, in the night of Sunday, Nov. 21, 1891.

It is safe to say that no discriminating person ever came in contact with Prof. Maxson without being impressed with the remarkable quality of the man. His intellectual quickness, his lucidity of thought and expression, his delicate and kindly humor, and his fine manners won for him always respect and admiration. But, to those who knew him well, his most characteristic trait was, doubtless, the sympathetic fairness and manly tolerance with which he met all forms and expressions of opinion, whether in public or private conference. For this quality of mind, many will ever remember him and rejoice to have known him.



**MISS PARMETER.**

Frances A. Parmeter was born and reared in Potsdam, N. Y. She received her education in the district schools, St. Lawrence Academy, and the Potsdam Normal School, graduating from the last in 1871 at the age of twenty-two.

After graduation, she entered the primary department of the Model School as critic-teacher, remaining two years, when she took charge of a large primary school at Nyack on the Hudson. Here she stayed three years, and then returned to the Potsdam Normal School as principal of the primary department, devoting her time to methods and criticism. After three and a half years in this position, she went abroad for rest and study, spending fifteen months in the principal European countries.

In 1885, she came to Whitewater as teacher of methods and supervisor of practice teaching, succeeding her friend, Miss Hargrave, who resigned to marry. Miss Parmeter remained at Whitewater six and a half years, when she left to take a similar position, at a higher salary, in the Chico, (Cal.), Normal School, with which she is still connected.

**PROF. STUMP.**

John W. Stump was born in Cumberland Co., Pa., near Newville, Nov. 14, 1856. His early education was obtained in the district schools of West Pennsboro township, in special schools for teachers of the county, and in the Cumberland Valley State Normal School, at Shippensburg, Pa., where he attended two terms. He taught for seven years in the schools of the county. In September, 1880, he entered the Bridgewater, (Mass.), Normal School, from which he graduated in January, 1884. During a year and a half of this time, he was pupil-teacher and assistant in physical sciences. He taught, after graduation, in Topsfield, (Mass.), and Bridgewater grammar schools for two years. During five years, from 1881 to



1886, his summer months were spent at Cottage City, Martha's Vineyard, Mass., in biological work under the direction of Prof. W. B. Dwight and Arthur C. Boyden. In the summer of 1886, he was called to Whitewater to take charge of the science department, which position he held with acceptance for two years, resigning then to take a similar position in the Oswego, (N. Y.), Normal School, where he is still employed. Prof. Stump was married to Miss Jessie Starin, of Whitewater, in August, 1890.

#### MISS ROBINSON.

Clara F. Robinson was born in Plymouth, Mass., in 1853, and was educated in the public schools. She was prepared for college in the Plymouth High School, graduating in 1874. After some years of teaching in graded and ungraded schools, she entered the Bridgewater, (Mass.), Normal School, and graduated, as valedictorian of her class, in 1885. She then taught in the Taunton High School for one year, when she was called to Whitewater as teacher of drawing and physiology. This work she prosecuted with great success, putting the work in drawing on the basis of the most approved modern methods.

Miss Robinson remained at Whitewater four years, resigning in 1890 to accept a position in the State normal school at Providence, Rhode Island, where she still remains.

#### PROF. SHUTTS.

George Clinton Shutts was born in Schoharie Co., N. Y., in 1852. After the common district school training, he prepared for college at Fort Edward Institute. For seven terms, he filled the position of district school teacher, "boarding round" during two of these terms. He then became a student in the Geneseo, (N. Y.), Normal School, graduating in 1877, in the classical course. He taught a year and a half as prin-



cipal of a graded school in Crescent, N. Y., and was for nine years a member of the faculty at the Potsdam, (N. Y.), Normal School, the most of the time in charge of the department of mathematics. While at Potsdam, he took examinations in the St. Lawrence University, nearly covering a college course. In the summer of 1888, he came to Whitewater, following Prof. Pray as professor of mathematics.

In 1888, he published his "Handbook of Arithmetic" (D.C. Heath & Co.), and he is now engaged with Prof. Van Velzer, of the University of Wisconsin, on a new text-book in geometry. In the summer of 1893, he received the degree of Ph. B. from Milton College.

#### PROF. UPHAM.

Arthur A. Upham was born in Royalston, Mass., Oct. 1, 1853. His educational privileges, until the age of twelve years, consisted in attendance at a district school—sixteen weeks in each year. An additional twelve weeks a year in a "high" school until the age of fifteen, completed his school education for some years. During this time, he was developing, in a chair shop, that mechanical bent which has since made him an enthusiastic and efficient advocate of manual training.

At the age of nineteen, he began teaching in a district school, at which he continued two years. In 1880, he graduated from the Westfield, (Mass.), State Normal School. Returning to Westfield to assist the teacher of science in the care of the cabinets, he was soon appointed teacher of natural sciences in the Hitchcock Free High School, at Brimfield, Mass. This position he held four years, when he became principal of the school. During the four years of his principalship, he was obliged to forego, somewhat, his favorite studies, teaching Latin, psychology, political economy, etc. In 1888, he was called to Whitewater to take charge of the department of natural sciences, which position he still retains.



**MISS COTTRELL.**

Anne M. Cottrell was born in Mentor, Ohio. Her father was an enterprising farmer, and she had the advantages of one of the best country schools in the "Western Reserve." At the age of thirteen, she attended an academy near her home. Her father having died, her mother now removed to Hillsdale, Mich., and Anne entered Hillsdale College. When seventeen, she taught her first term. From this time, her course of study was more or less interrupted by her going out to teach. In 1880, she completed the literary course in Hillsdale College.

In 1881, she went to Battle Creek, Mich., as assistant in the high school. In '83, she accepted the position of principal of the high school in Painesville, Ohio, but returned to the Battle Creek High School the following year, as head of the department of English and history. She remained here till the fall of 1888, when she came to the Whitewater Normal School as teacher of English and literature, which position she now occupies.

**MISS HOSFORD.**

Margaret Hosford received her education in the public schools of Hudson, Wis., her childhood home, although she is a native of St. Stephens, New Brunswick. While a student, she was fortunate in coming under the instruction and personal influence of some noble teachers, chief among whom were Prof. Allen H. Weld and Miss Charlotte Mann. At an earlier age than is now common, she began teaching in the country district schools of St. Croix Co., serving in some of the most primitive localities, and in some of the larger schools, in which the membership was sixty or more pupils, ranging in age from four to twenty years, and in which the course of study included natural philosophy and higher algebra.

Later, she was principal of the River Falls graded school, which position she resigned to become a student of the Osh-



kosh Normal School at the opening of its second term, and graduated therefrom in the summer of 1875. A few weeks later, she was appointed teacher of English and Latin in the State normal school at River Falls, beginning her work there with the organization of the school. This position she held three years, when failing health required a rest of nearly two years. Her next work was in the Eau Claire High School, and included instruction in Latin, mathematics, U. S. history and general history. After this, she taught mathematics in the La Crosse High School three years, until called to become principal of the Preparatory department in the Whitewater Normal School in the fall of 1888.

After one year in this position, she became teacher of U. S. history and mathematics in the Normal department, in which work she still continues.

#### **MISS McCUTCHAN.**

Mary L. McCutchan is of New York birth and received most of her elementary training in the public schools of Brooklyn, N. Y. This was supplemented by a partial course in the well known Packer Collegiate Institute. This was interrupted by the removal of her family to Whitewater, in 1867.

When the Normal School opened, in April, 1868, Miss McCutchan was enrolled as a pupil on the day of the opening, remaining such until June, 1870, when she graduated, being the only woman in the first graduating class. After graduation, she taught one term at Edgerton and one in Johnstown Center. She was then called to Horicon, where she was assistant in the high school something over two years. In the fall of 1873, she entered the 11th District School in Milwaukee, where she taught 12 years, holding the position of first assistant for 10 years. Her success there led to her appointment as principal of the 2d District Primary School, a flattering appointment, as public sentiment in Milwaukee had



been rather against the appointment of ladies as principals. The position was a desirable and responsible one; but when she was called to the principalship of the Preparatory department at Whitewater, in the fall of 1889, she accepted the call and returned to her Alma Mater and her family home, where she is still happily installed.

#### MISS HUGHES.

Lizzie Hughes is a native of Illinois, and spent her childhood in Springfield, the State capital. Her father dying in 1869, and her mother a year later, she was guided in her education by an elder sister, then principal of one of the city schools. She graduated from the high school in 1875. In 1877, she began teaching in the public schools of Springfield, continuing there in different grades until 1881, when she accepted a position in the schools of Bloomington.

Her fondness for Drawing and her success in teaching it led her to make fuller preparation for this specialty, to which end she studied for a time in the Massachusetts Normal Art School, in Boston. Later, she spent a year in the Art Department of Pratt Institute, Brooklyn, N. Y., availing herself of lectures, art exhibits, and museums in New York city.

In August, 1890, she came to the Whitewater Normal School as the successor of Miss Robinson in the department of Drawing, having supervision of that work both in the Normal department and the Model School.

#### MISS VANDEWALKER.

Nina C. Vandewalker was born near Kalamazoo, Michigan, and was educated in the schools of that city. She graduated from the Kalamazoo City Training School in 1877, and taught for four years in the graded schools of Kalamazoo, resigning at the end of that time to take a course of advanced work at



Olivet College. Upon leaving Olivet, in 1884, she went to Calumet, Mich., as superintendent of the primary schools. She remained there four years, introducing the kindergarten work into the schools and instituting other important changes. She was then appointed to the position of critic teacher in the Training Department of the Michigan State Normal School, at Ypsilanti, remaining there also for four years. While there, she took the advanced pedagogical course provided by that institution for college graduates, receiving the degree of Bachelor of Pedagogy in 1891. She was also a special student for three successive years in the Summer School of Science at the Michigan Agricultural College. During this period, she was closely identified with the educational interests of the State, taking an active part in the State Teachers' Association and teachers' institutes. In 1892, she resigned her position in the Michigan Normal, and accepted the position of teacher of methods and supervisor of practice at Whitewater, which position she now holds.



## CONDENSED HISTORY OF GRADUATES.

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By dint of great pains and much correspondence, the following data have been gathered from the graduates of the full course. It is too much to expect that no errors have crept in; but it is believed that the flaws are chiefly "sins of omission." It is a matter of regret that the sketches must be made so brief and colorless, but greater expansion has seemed impracticable.

### CLASS OF 1870.

SAMUEL R. ALDEN, - - - - Ft. Wayne, Ind.

Born August, 1847, at South Wilbraham, Mass. Is a lineal descendant of John Alden, of the Mayflower. His parents removed to Whitewater in 1856. In '68, he entered the Normal School as pupil and teacher. Was teacher of English and elocution, 1870-71. Taught with Prof. Horace Briggs in the Buffalo Classical School, 1871-74, having charge of mathematics and science. In '74, went to Europe, and studied law for three years at Leipsic, Heidelberg, and Paris. Admitted to the Bar in Milwaukee. Settled at Fort Wayne, Indiana, in 1873, where he still lives. Has a wife and three children.

GEO. M. BOWEN, - - - - Leadville, Colo.

Came to the school in '68 from Auroraville, Wis. Taught 11 years after graduation, one year at Jefferson, two at Wausau, one at Berlin, seven at Columbus. Married in '84 to Margaret Paine. Has three children. Member of the Colorado Legislature, '87-89. Is now Register of the U. S. Land Office at Leadville, Col.

CHARLES L. BROCKWAY, - - - - Sioux Falls, S. Dak.

Then living at Whitewater, entered school in '68. Taught two years after graduation, one at Edgerton, Wis., and one at Orange River, Texas. He was in the ministry from 1876 to 1884 in Nebraska. Is now a successful lawyer at Sioux Falls, S. D., and a member of the State Senate. Married in '83, but has no children.

JAMES W. CONGDON, - - - - La Crosse, Wis.

Entered in '68 from Palmyra. Has taught almost continuously since graduation, having been principal at Milford, Juneau, Palmyra, West Bend, Milwaukee, Hartford, and La Crosse, where he has now been for 11 years. Married in '72. Has three children.



**MARY L. MC CUTCHAN.****Whitewater, Wis.**

Entered from Cold Spring on the first day of the first term, in '68. Has taught continuously since graduation, at Edgerton, Johnstown Center, Horicon, Milwaukee, and Whitewater. In Milwaukee, was first assistant for twelve years, and principal of a primary school for four years. Has been principal of the Preparatory department in the Whitewater Normal School since '89.

**ANDREW J. STEELE,****Memphis, Tenn.**

Entered from Lima, Rock Co., in April, '68. Has taught continuously since graduation, giving his life to the elevation of the Freedmen at the South. Principal of graded school at Port Gibson, Miss., one year; State normal school, Tougaloo, Miss., one year; Principal Le Moyne Normal Institute, Memphis, Tenn., since 1873, having made this institution what it purports to be, a normal school. Married in 1871 to Amelia J. Crandall. Has one son living.

**CLASS OF 1871.****WILLIAM E. ANDERSON,****Milwaukee, Wis.**

Entered the Normal School from Waukesha in '69. During the last year before graduation, taught the Intermediate department in the Model School for three months. After graduation, taught four months in a district school at Brookfield; was principal of the Waukesha High School three years; of the Fifth District School, Milwaukee, eight years. Was City Superintendent of Schools, Milwaukee, nine years. In connection with his Superintendent's work he wrote numerous essays, pamphlets, and addresses. During the past year, has been Superintendent of the Wisconsin Educational Exhibit at the World's Fair. Was married in 1873 to Miss Mary E. Brown. Has had three children, two of whom are now living.

**MARY W. COLTON, (Mrs. Boies)****(Deceased).**

Entered from Whitewater in '68. After graduation, taught three years in the Chippewa Falls High School. Was married to Hon. John B. Boies, of Hudson, Michigan, in 1875. She died Sept. 10, 1883, leaving one child.

**WINIFRED COLE, (Mrs. Utley)****- - Hagerstown, Md.**

Entered from Darien in '68. After graduation, taught one year in Madison and six years in Milwaukee. In '78, was married to Chas. P. Utley. Has two children. Resided in Milwaukee for some years, then in Pittsburg, Pa., Washington, D. C., and now resides in Hagerstown, Md.



## ANTONI CAJORI, - - - - - Omaha, Neb.

Entered from Fountain City, Buffalo Co., Wis. Before graduation, taught in Waumandee and Whitewater. After graduation, taught one year in the Whitewater German School, and then took a position as teacher of physics and chemistry in the German and English Academy, Milwaukee. Was called home to Switzerland in February, 1873, by business complications of his father. Returned to this country, and was teacher of German in Mayville, Wis., public schools in 1881 and 1882. Has been a druggist in Omaha, Neb., since 1883. Was married July 29, '84, to Miss Buchli, who died July 9, '92, leaving two little daughters.

## SARAH E. EDWARDS, (Mrs. Robbins) Merriam Park, Minn.

Entered from East Troy in 1868. After graduation, taught in Wauwatosa one term, in Madison two and one-half years, and in Milwaukee six years. Was married to Wm. Warner Robbins, Sept. 20, 1880, and has one son. Resided for nine years in Parker, S. D. Now resides at 1983 Iglehart St., St. Paul, Minn.

## JENNIE E. FOWLER, (Mrs. Kieffer) - ———, California.

Entered in '68 or '69, from East Troy. After graduation, taught in Darien, and then for some years in Milwaukee. Removed to San Francisco, Cal., in '79, or thereabouts, where she was married to Mr. Kieffer. Is now living somewhere in California.

## EVA KINNEY, (Mrs. Griffith) - - - Chicago, Ill.

Entered from Whitewater in 1868. After graduation, taught one term in Elkhorn, and two terms in Cold Spring, and then spent one year in Chicago in journalism. In 1879 and 1880, taught in Hays City, Kansas. In May, 1881, was married to Chas. E. Griffith, and moved to St. Louis. Later, returned to Wisconsin, and in 1883 entered temperance work as lecturer and organizer for the W. C. T. U. After seven years of this work, again engaged in journalism in Chicago. Has done considerable literary work. Among other things, writing the book, "A Woman's Evangel," published in 1892. Is now on the "Woman's News" and is a contributor to the "Union Signal" and other papers.

## MARGARET E. MCINTYRE, (Mrs. Sercomb) - Chicago, Ill.

Entered from Whitewater in 1868. After graduation, taught in Madison, Wis., one and one-half years, in Delavan a year and a half, and seven years in Milwaukee. Was married to John W. Sercomb, December 21, 1881. Has no children. Resides at 316 Bissell Street, Chicago, Ill.

## DORA L. O'CONNOR, - - - - - Chicago, Ill.

Entered from Whitewater in 1868. Since graduation, has taught continuously in Elkhorn, Milwaukee, and Chicago, being the only one in her class still in the profession.



**HANNAH P. STACKPOLE, (Mrs. Twitchell) Madison, Wis.**

Entered from Prairie du Chien in 1870. Soon after graduation, was married to John P. Gentil. Had two children, one of whom is living. Afterwards taught in the Prairie du Chien schools upwards of 11 years. In 1886, was again married, to Milton Twitchell, by whom she has one child. Now resides in Madison, Wisconsin. Has prepared a biography of Balzac, and has translated numerous works from the French; but as yet they are unpublished.

**CLASS OF 1872.****MARY DE LANEY,**

Entered from Whitewater in 1869. After graduation, was at once appointed teacher of Geography in the Normal School, which position she held until her death in July, 1887. See extended biographical sketch elsewhere.

**ANNIE M. GREENE, - - - Spring Prairie, Wis.**

Entered from Spring Prairie, February 22, 1869. After graduation, taught one year in the Neenah High School. Was then principal of the Academic department in the Normal School for three years, afterwards teaching three years in Milwaukee and several years at Spring Prairie, which is still her home. She spent the year 1886-87 at Wellesley College.

**FRANKLIN H. KING, - - - Madison, Wis.**

Entered from Whitewater at the opening of the school in 1868. After graduation, was for three years teacher of the natural sciences in the Berlin High School. In 1876, he entered Cornell University, remaining two years. Then he became professor of natural sciences in the River Falls Normal School. Prepared a series of relief maps of great value. Spent the summer of 1880 at Johns Hopkins Seaside Laboratory, and that of 1882 in the U. S. Geological Survey in North Dakota. In 1888, was called to the chair of Agricultural Physics in the University of Wisconsin.

His experiments in soil physics have attracted great attention in the United States and Europe. Has also made reports to the Wisconsin Geological Survey on the Geology of "The Upper Flambeau Valley," and upon the "Economic Relations of Wisconsin Birds." Married Miss Carrie H. Baker of Berlin. They have four children.

**ELMINA RICE, (Mrs. Deuel) - - - Winfred, S. Dak.**

Entered from Johnstown in the fall of 1868. After graduation, taught at Farmington, Maxonville, and Johnstown, two years in all. Married Chas. Deuel in 1875, and has five children.



HELEN U. STURTEVANT, (Mrs. Sharp) - Delavan, Wis.

Entered from Delavan in 1868. Taught one year in the Delavan High School before graduation. In the fall of 1873, taught awhile in the Soldiers' Orphan Home in Madison. Was assistant in the high school at Independence, Iowa. From 1874 to 1878, taught in Blairsville Seminary, Pa. Then returning to Delavan, she was assistant in the high school for six years. In 1885, she married H. T. Sharp, editor of the *Delavan Enterprise*. Has one daughter. Since her marriage, has taught one year in the Delavan Academy, and done some literary work.

CELIA A. TAYLOR, (Mrs. Lassell) - Blackstone, Kan.

Entered from Brodhead in 1870. After graduation, was assistant in the Brodhead High School for two years. Married Wm. H. Lassell in 1874. Has six children.

#### CLASS OF 1873.

WALTER ALLEN, - - - Milwaukee, Wis.

Entered from Lake Geneva in the fall of 1868. After graduation, taught a district school near home for a few months. Was afterwards principal of the high school at Ripon, the Lake Geneva High School, and the 12th District School in Milwaukee, where he is still engaged. Has taught seventeen years. Was married in September, 1876, to Miss Ella M. Joslin, whose sudden death in December, 1892, was a sore bereavement to a wide circle.

JENNIE CHURCH, (Mrs. Potter) - - Wauwatosa, Wis.

Entered from Cold Spring, September, 1869. After graduation, was assistant in the high school at Lancaster, Wis., for two years. Taught the next year in Milwaukee. Was married in August, 1876, to Milton B. Potter. Has since lived on a farm near Wauwatosa. Has two sons and two daughters.

MARGARET E. CONKLIN, (Mrs. Bloomfield) Milwaukee, Wis.

Entered from Osborn, Outagamie county, in September, 1868. After graduation, taught one year in the Neenah High School, then took up primary work in Milwaukee. In January, 1876, became assistant in the City Normal School. In October, 1878, became supervisor of practice teaching in the Whitewater Normal School, remaining five years. Was one year principal of the Training School in Marshalltown, Iowa. In the spring of 1885, again commenced teaching in Milwaukee, returning to the Whitewater Normal School as teacher of Geography in the fall of 1887. Two years later, was transferred to the State normal school in Milwaukee as supervisor of practice teaching, where she has been the past four years. Was married July 19, 1893, to Wm. E. Bloomfield.



FOLAND P. FOWLER, - - - - (Deceased).

Entered from Ripon in the fall of '68. While in the Normal School, was teacher of Calisthenics. After graduation, went to California, and held a prominent position in the Deaf, Dumb, and Blind Institute at Oakland. Was married March 7, 1877, to Miss Maggie Brokaw of San Francisco. In the summer of 1878, he lost his way among the mountains, and wandered about for several days. The exposure resulted in typhoid fever, from which he soon after died.

JAMES J. LARKIN, - - - - South Chicago, Ill.

Entered from Whitewater. After graduation, taught three years in Milwaukee, then began the study of medicine. Commenced practicing in 1880. Was married in 1883 to Miss Rose McDonnell, Chicago. They have four daughters and one son, who, in the language of their father, "Bless the home and make it noisy."

ALICE LACY, (Mrs. Norcross) - - - Tipton, Mich.

Entered from Prairie du Chien in September, 1870. After graduation, taught in La Crosse for three years, doing primary and intermediate work. Was married in January, 1879, to Eugene C. Norcross. They have two daughters. Are living on a farm near Tipton, Mich.

MARIE L. LEWIS, - - - - Milwaukee, Wis.

Entered from Darien in November, 1869. Since graduation, has taught about ten years in Milwaukee in primary work. During the years not spent in teaching, she has lived in Darien and Milwaukee.

WILLIAM MCGOORTY, - - - - Eureka, Wis.

Entered from Eureka in 1871. After graduation, was principal of the Eureka High School for seven years; at Waupun, three years; taught mathematics and natural science in the Berlin High School two years, which ended his teaching. Was married in December, 1874, to Anna Carey, of Berlin. They have had five children, four of whom are living.

ELLEN F. O'CONNOR, - - - - Chicago, Ill.

Entered from Whitewater in September, 1870. After graduation, taught one year in Wausau, then taught nine years in Milwaukee, and the past nine years in Chicago.

LILLA C. REDINGTON, (Mrs. Chamberlin) Marietta, Ohio.

Entered the Academic department on the first day of its existence, in 1868. Later, passed into the Normal department. After graduation, taught three years at Lancaster, Wis. Was married in July, 1876, to Prof. Joseph H. Chamberlin, now professor of Latin in Marietta College. They have two children.



## WILLIAM JACKSON SHOWERS, - - - Onalaska, Wis.

Entered from Madison in 1871. After graduation, had charge of the Literary Department of the School for the Blind, at Janesville, one year. Then became principal of the schools at Trempealeau, holding the position about eleven years. Was then County Superintendent of Schools for three years. Left the teacher's profession on account of failing health, and became editor and publisher of the *La Crosse County Record* at Onalaska. Was married in July, 1877, to Miss Lillie Rudolph, of Dayton, Ohio. They have four sons and one daughter.

## ADA H. STONE, (Mrs. Jacobus) - - - Buckley, Wash.

Entered from Chicago, Ill., in 1870. After graduation, taught about a year in Leicester, Vermont. Afterwards, taught one term in Millville, N. Y. Was married in October, 1880, to Edward L. Jacobus, a lumber manufacturer. They lived for some years at Albert Lea, Minn., but now reside in Buckley, Wash.

## CAROLINE B. WEIR, - - - Spokane Falls, Wash.

Entered from Vernon in October, 1869. After graduation, taught in Milwaukee two and one-half years, ceasing on account of ill health. Went to Colorado in 1885, regained health, and began teaching again. Taught three years in Leadville, Col., then went to Spokane, Wash., where she has taught for four years past.

## LYMAN C. WOOSTER, - - - Mayville, N. Dak.

Entered from Ft. Atkinson in 1870. After graduation, succeeded Mr. Alden in the Buffalo, N. Y., Classical School for two years. In the fall of 1878, became professor of natural sciences in the Whitewater Normal School, remaining three years. Then taught three years in Eureka, Kan., five years as superintendent and principal of the high school, and four years in an academy. Was superintendent of the Kansas Educational Exhibit at the Columbian Exposition. Was married in August, 1877, to Miss Nellie Bassett, of the class of '76. They have five children. Besides the work of teaching, Mr. Wooster has done much geological work, having been associated with Prof. T. C. Chamberlin in the Wisconsin State Survey and the U. S. Geological Survey. Has published a pamphlet on the study of insects. Has just accepted the position of teacher of natural science in the State normal school at Mayville, N. Dakota.



## CLASS OF 1874.

ELLIE R. ADAMS, (Mrs. Frees) - - - Chicago, Ill.

Entered from Union Grove in the fall of '71. After graduation, taught one year in La Crosse, a hard school of 100 pupils. Taught two terms in the Madison High School. Was married in April, '77, to Benjamin M. Frees. Has since resided in Chicago, where she finds an ample field for work among the poor children of that city. Means and time have been generously given to her benevolent work.

JAMES MONROE ALLEN, - - - San Jose, Cal.

Entered from Randolph in '71. After graduation, taught in Randolph as principal. Taught in Sutter Co., Cal., for eight years, and in Santa Clara Co., ten years. Nine of these years he has been principal of the Hester School of eleven departments, in San Jose. Carries on fruit farming as an avocation. Married in July, '82, to Emma S. Gage. They have three sons.

MARIA BIVINS, - - - - - (Deceased).

Entered from Milwaukee in the fall of '69. After graduation, taught six years in the 10th Dist. School of Milwaukee. Was five years principal of the 10th Dist. Primary School. She died Oct. 13, '90, from the bursting of a blood-vessel in her throat. See paper on "The Alumni as a Force" in Part II.

IRA M. BUELL, - - - - - Madison, Wis.

Entered from Lake Geneva in '70. After graduation, taught one year in Whitewater. Became a student in Beloit College, and graduated in '78. Was then engaged for two years in geological work. From 1880 to '82, was a teacher in Talladega College, Alabama. In '82, became principal of Sun Prairie High School, remaining there nine years. Employed his summers in geological work. Was married in '82, to Miss Lillian F. Mather of Beloit.

CLEMENCE H. COLE, - - - - - Washington, D. C.

Entered from Darien in '69. After graduation, taught for a time in Darien, and then for ten years in Milwaukee. Has done clerical work for some years; the later years, in the Census Office, Washington, D. C.

ALURA A. COLLINS, (Mrs. Hollister) Dodge's Corners, Wis.

Entered from Mukwonago in the spring of '69. After graduation, taught for eight years in Milwaukee, doing, also, considerable reporting and editorial work. Was married to Alfred N. Hollister, Oct. 6, '86. Has three children. Finds still much time for study and work in reformatory lines.



GARRY E. CULVER, - - - - Madison, Wis.

Entered from Ft. Atkinson in 1871. After graduation, taught music and penmanship in the Whitewater Normal School for three and a half years. Taught in the high school at Vermillion, Dak., three years, in the high school at Columbus, Wis., two years. Returning to South Dakota, he taught eight years in the State University at Vermillion. Has made a specialty of geology, doing much field work in various parts of the country. In '92, was instructor in Geology in Beloit College. In now an Extension Lecturer for the University of Wisconsin. Was married July 3, '78, to Jennie L. Hart. They have three children.

MARY E. KNEELAND, - - - - Boston, Mass.

Entered from Hartford, Wisconsin, in '70. After graduation, taught primary school one year in La Crosse, five years in Whitewater, and two years in Milwaukee. Has since been companion to an invalid friend, dividing the time between Boston and the mountain portions of New England.

STEPHEN B. LEWIS, - - - - Janesville, Wis.

Entered from Lewiston in '70. After graduation, was principal of the Clinton High School nine years. Then engaged in the manufacture of knit goods at Portage, Wis., afterwards, removing to Janesville. The Lewis Knitting Co. has developed an extensive business, their factory employing 130 hands. Mr. Lewis was married in July, '78, to Lizzie S. Church of Whitewater. They have one son.

MARGARET LYONS, (Mrs. Wilcox) - - - - Chicago, Ill.

Entered from Wilmot in '70. Taught for three months after graduation, in La Crosse, then for some time in Milwaukee. Was married to L. P. Wilcox in '77. They spent the next year together in the Oshkosh Normal School. Both taught in the public schools in Milwaukee in '79 and '80. The next year was spent at the Wisconsin University. They then entered the University of Michigan, where both husband and wife graduated from the Literary Dep't in '85, and from the Law Dep't in '87. Since '87, Mrs. Wilcox has taught Latin, Greek, and mathematics in the Lake High School. Her address is 4316 Union St., Chicago, Illinois.

FANNIE L. MATHER, - - - - Groton, South Dakota.

Entered from Markesan in '71. After graduation, taught one year in the Beaver Dam High School, then four years in Whitewater, in primary work. Failure of health compelled a retirement from teaching.

JANNET E. STEWART, (Mrs. Ingalls) - - Whitewater, Wis.

Entered from Sugar Creek in '71. After graduation, taught seven years as first assistant in the Menomonie High School. Was married Dec. 28, 1881, to John G. Ingalls. Has three children. Lived for several years after marriage at Menomonie, Wis., one year in Albany, N. Y., and now resides in Whitewater.



RUTH E. WALES, (Mrs. Isham) - - - Elkhorn, Wis.

Entered from Elkhorn in '71. After graduation, taught one year in La Crosse, and two years in La Porte, Ind. In '80, went to the Argentine Republic, S. A., where she taught in a government normal school for three years. Was married in June, '93, to Fred W. Isham of Elkhorn.

SARAH A. WEEK, (Mrs. Gribi) - - - Chicago, Ill.

Entered from Hutchinson, Marathon County, in '71. After graduation, taught two years in Milwaukee. January 1, '77, was married to Theodore Gribi, a Swiss commissioner to the Centennial Exposition. Has resided, since marriage, in Elgin, Ill., Springfield, Mass., and Chicago. She has two children.

HERBERT C. WOOD, - - - - (Deceased).

Entered from Clinton in '71. After graduation, taught one year in Wilmot; then entered the University of Wisconsin, graduating after one year's attendance. He then became principal of a ward school in Oshkosh. Left school on account of ill health, and settled in Pattersonville, Iowa, where he established the *Pattersonville Index*. Ill health drove him to Denver, Colorado, where he died in 1886. Was married in '78 to Mary L. Putnam, of Oshkosh, Wis.

#### CLASS OF 1875.

KATE BRENNAN, - - - - Milwaukee, Wis.

Entered from Whitewater in '70. Since graduation, has taught in Milwaukee continuously. Is now teaching in the 6th Dist. School, No. 1, Milwaukee.

FRED W. ISHAM, - - - - Elkhorn, Wis.

Entered from Elkhorn in 1871. After graduation, was elected County Superintendent of Schools for Walworth county, serving four years. In '80, engaged in the drug business at Elkhorn. In '90, sold out, and entered the First National Bank, of which he is director and assistant cashier. Was married in '78 to Juliette Weed, who died in '91. Was again married in June, 1893, to Miss Ruth E. Wales of the class of '74.

NETTIE E. NOYES, (Mrs. Evans) - - Mt. Vernon, Ill.

Entered from Whitewater in '68. Before graduation, taught four years in Whitewater, and a short time in Palmyra. After graduation, taught in the Delavan High School three years, and in the Whitewater High School two years. She then removed to Texas, teaching three years in the San Antonio High School, three years in the German and English School, and two years in the San Antonio Academy. Passed a year or so on a ranch in Texas, and was married Oct. 30, '91, to Geo. W. Evans, a banker at Mt. Vernon, Ill.



ADA E. RICE, (Mrs. Nichols) - - - Hebron, Ill.

Entered from Whitewater in '68. After graduation, taught one year in primary work at La Crosse. Was married Oct. 19, '76, to Levi A. Nichols. Has four children.

MAGGIE RAY, (Mrs. Roby) - - - Portland, Oregon.

Entered from Whitewater in '71. After graduation, taught two years in La Crosse, one year in Whitewater, and three months in Portland, Oregon. Was married April 9, '79, to Chas. W. Roby, Esq. They have three children.

MARGARET VINCENT, (Mrs. Hall) - - - (Deceased).

Entered from Whitewater in '68. After graduation, taught two years in La Crosse, one year in Whitewater, two years in Independence, Iowa, and eight years in Milwaukee. Was married to Geo. W. Hall, Jan. 21, '91, and died of paralysis of the brain May 19th, of the same year. Her husband was laid by her side just four months later.

#### CLASS OF 1876.

NELLIE A. BASSETT, (Mrs. Wooster) - - - Eureka, Kan.

Entered from Koshkonong in '68, in the Intermediate Department. Entered the Normal department in Feb., '70. Graduating with impaired health, she went to Colorado, where she was married to Lyman C. Wooster, Aug. 6, '77. They have lived in Greeley, Col., Whitewater, Wis., and Eureka, Kan., their present home. They have three sons and two daughters. Mrs. Wooster taught in the high school in Eureka for a year and a half.

ADA I. DANN, (Mrs. Stephens) - - - Whitewater, Wis.

Entered from Whitewater in Sept., '71. After graduation, taught in Whitewater one year, in Mauston one year, and four years in the Necedah High School. Was married to William J. Stephens, Jan. 31, 1883. For nine years afterwards, lived on a farm near Mellette, S. Dak. Removed to Whitewater a year ago. They have a son and three daughters.

ADDISON L. EWING, - - - River Falls, Wis.

Entered from La Grange in '71. After graduation, taught one year as principal of the Jefferson public school. He then took a three years' course at Cornell University, and, also, a post-graduate course of one year, receiving the degrees of B. S. and M. S. After this, was assistant in a private school in Braddock, Pa., six months; teacher of geology and zoology in State College of Pennsylvania, two years. Teacher of sciences in Working Men's School, New York City, four years. Professor of Natural Sciences in the River Falls Normal School, the past five years. Did some work in connection with the Geological Survey of Pennsylvania. Married Miss Della J. Newman in '82. Has two children living.



ALICE A. EWING, M. D., - - - Hyde Park, Ill.

Entered from La Grange in '73. After graduation, taught at Ft. Atkinson, Kilbourn City, and Kenosha, four and a half years in all. Studied for a year at the University of Wisconsin. Took a medical course at Hahnemann College, Chicago, and a post-graduate course of one year in New York city. Has for five years been practicing medicine in Chicago. Is also clinical lecturer on aural diseases in the Chicago Post-graduate School of Medicine. Is a specialist in diseases of the ear, nose, and throat. Was prominent in connection with the Johnstown, Pa., disaster as physician and nurse for several weeks.

KATE A. KETCHUM, (Mrs. G. M. Leonard) - - -  
- - - - - Leeds Centre, Wis.

Entered from Door Creek in '73. Has taught for only a few weeks. Was married April 13, '80, to Geo. M. Leonard. Has two children. Lives on a farm, but retains interest in school work.

KITTIE M. LOWTH, - - - - - Chicago, Ill.

Entered from Columbus in 1870. After graduation, she taught one year at Columbus. The next year, studied music. Taught in Milwaukee four years, 1878-82. Then entered the Roman Catholic order of "Ladies of the Sacred Heart," in St. Louis. Later, she was transferred to Chicago.

LOUISE MCINTYRE, (Mrs. Burton) - - - (Deceased).

Entered from Whitewater in '70. After graduation, taught five years in the high school at Lake Geneva. Was married Feb. 16, '82, to N. J. Burton, Richmond, Ill. Died, Sept. 25, '84, of paralysis, leaving one son.

MARY ELIZA McBEATH, (Mrs. Hill) - - - (Deceased).

Entered from Whitewater in '71. After graduation, taught one year in Whitewater. Spent the next year in Boston, at the Conservatory of Music. Taught the following two years in primary work in Milwaukee. In August, 1880, was married to Chas. F. Hill, of Lake Geneva. Died, March 13, 1883.

JULIETTE J. REDINGTON, (Mrs. Baird) - - - St. Paul, Minn.

Entered the Intermediate department, from Whitewater, in '70; Normal department, '71. After graduation, taught one year in the Elkhorn High School, three years in Milwaukee, three years in Litchfield, Minn., and six months in St. Paul. Was married in '85 to John B. Baird. Resides in St. Paul. Has had three sons, two of whom are now living.



## CLASS OF 1877.

ALVIN J. BLAKEY, - - - - Chicago, Ill.

Entered from Yorkville, Racine county, in '71. After graduation, taught two and one-half years in Milwaukee. Is at present in the real estate business in Chicago. Married Miss Carrie A. Turner, of New York city, March 4, '85. They have no children.

MRS. ADA RAY COOKE, - - - - Whitewater, Wis.

Entered from Whitewater in August, '74. Had taken the Teachers' Course at Milton College, previously. After graduation, taught one-half year in Elkhorn. Took charge of the Intermediate department in the normal school in August, '78. Retained this position for nine years, when she was transferred to the Normal department, in which she still teaches.

FERDINAND B. HAWES, - - - - Bucoda, Wash.

Entered from Soldiers' Orphan Home in '73. After graduation, taught one year in Vermillion, S. Dak.; in Eau Claire, three years. Was principal for three years at Rice Lake; and the past two years at Bucoda, Wash. Married Kate L. Mason, in '82. They have three children.

FLORA A. RAYMOND, (Mrs. Bannard) - - - (Deceased).

Entered from Horicon in '74. After graduation, taught two years in Horicon. Married Mr. Bannard in '80. After two years, moved to Milwaukee, and soon after to Kansas, where she died April 19, '89, leaving one child.

CELIA A. SALISBURY, - - - - Denver, Col.

Entered from Spring Prairie in '72. After graduation, taught one year in the Burlington High School; four years in the Brodhead High School, and since that time in the Denver High School, Colorado.

ROLLIN D. SALISBURY, - - - - Chicago, Ill.

Entered from Spring Prairie in '74. After graduation, taught one year at Port Washington, after which he entered Beloit College, graduating in 1881. He then taught one year in Beloit Academy, and seven years in Beloit College. Was professor of geology in the University of Wisconsin one year, and now holds a similar position in the University of Chicago. Has been assistant geologist in the U. S. Geological Survey since 1884. Spent the years 1887 and 1888 in Europe, partly in study at Heidelberg, and partly in geological field-work. Has published many important monographs, among them one on the "Terminal Moraines in Northern Germany." Is a member of many learned societies, and has a high reputation as a geologist, both in this country and in Europe.



MARY E. TAYLOR, - - - Whitewater, Wis.

Entered from La Grange in '71. Since graduation, has taught thirteen years in Milwaukee, and one year in Chicago. She is now resting.

ELIZABETH WOOSTER, - - - Milwaukee, Wis.

Entered from Whitewater in '71. After graduation, taught three years in Sheboygan, eight years in Milwaukee, and one year in Seattle, Wash. She kept house for a brother in Spokane, Wash., for two years, but is again teaching in Milwaukee.

#### CLASS OF 1878.

ELLA C. COOK, (Mrs. Cass) - - - Whitewater, Wis.

Entered from Whitewater in Sept., '74. After graduation, taught two years in East Troy. Was married to Edwin T. Cass, Esq., Dec. 28, '81. They have since resided in Whitewater, and have no children.

ALICE J. GANTT, (Mrs. Greenfield) - - - Chicago, Ill.

Entered from Door Creek in Sept., '74. After graduation, taught in Black River Falls one year, in Appleton eleven years, the last four in the high school. Was married September 3, '81, to Chas. W. Greenfield, Esq. They have one child. Since 1886, they have resided in Chicago.

ELLA HAMILTON, - - - - - Memphis, Tenn.

Entered the Normal department in 1873, from Whitewater. Since graduation, has taught one year at Baldwin, five and one-half years in Whitewater, and several years in the Le Moyne Normal Institute, Memphis, Tenn., where she is now employed.

EMMA HENDERSON, (Mrs. Kilbourn) - - - Genesee, Wis.

Entered from Hartland in 1874. Has done but little teaching since graduation. Was married Jan. 1, 1879, to Rev. J. K. Kilbourn. They spent one year in missionary work at Guadalajara, Mexico. Their home for several years past has been at Genesee, Waukesha county, Wis. They have no children.

DAVID SCOTT KENNEDY, - - - Allegheny, Pa.

Entered from Troy in September, 1871. Before graduating, taught in Lima and Johnstown Center, Rock county. After graduation, was principal at Wilnot for two years. Took the scientific course at the University of Wisconsin, graduating in 1883. He then took a theological course at the McCormick Theological Seminary, Chicago. Was pastor of the 3d Presbyterian Church of Ft. Wayne, Ind., two and one-half years. Is now preaching for the fifth year at Allegheny, Pa. In 1888, married Miss Frances P. Schulze, of Ft. Wayne, Indiana. They have two sons.



EDWARD KINNE, - - - - - Irwin, Va.

Entered from Sugar Creek in September, 1872. After graduation, taught two years in district schools. Has been principal of the high school at Irwin, Va., the past two years. Has been engaged in agriculture the greater part of his time since graduation.

ELLA J. MANSUR, (Mrs. Fowle) - Fort Worth, Tex.

Entered from Rock Prairie in 1875. After graduation, taught a district school in Rock county for eight months. Taught in Milwaukee three and one-half years. Was married to Thomas J. Fowle, December 25, 1882, and moved to El Paso, Texas, living there and at Fort Worth five years, when her husband died of consumption, leaving her with two children. After two years more, she engaged in the study of medicine in Chicago, graduating in the spring of 1893 from the Hahnemann College. Has now returned to Fort Worth to engage in the practice of medicine.

ALICE L. MEADOWS, (Mrs. Clark) - River Falls, Wis.

Entered from East Troy in September, 1874. After graduation, taught two years in the Janesville High School, and three years in the Horicon High School. Was married to Prof. L. H. Clark, of the class of 1879, April 24, 1880. They have a son and daughter.

ENOS S. RICHMOND, - - - - - Oshkosh, Wis.

Entered from Whitewater in 1872. After graduation, was principal for two years in Oregon, Wis., and one year at Pewaukee. Throat trouble compelled him to give up teaching and enter business life. Afterwards lived at Appleton five years. For the past six years, has been business manager of a sash, door, and blind factory at Oshkosh. Was married in 1879 to Miss Alice Richmond of Appleton. They have a son and daughter.

ALICE L. SHERMAN, (Mrs. Barber) - Lake Geneva, Wis.

Entered from Lake Geneva in September, 1874. After graduation, taught one year at Lyons, one year each in Lynn, La Crosse, and Milwaukee, and one year in California. Took a course of three years in the University of Michigan, graduating from the dental department in 1890. Since that time has been practising dentistry at Lake Geneva, Wis. Was married May 14, 1892, to Joel Barber. They have a daughter.

O. NELSON WAGLEY, - - - - - Newton, Ia.

Entered from Orfordville in September, 1874. After graduation, was principal three years at Necedah, and three years at Brodhead. Was married to Gertrude A. Bowen, June 18, 1884. They have no children. Is now a druggist and pharmacist at Newton, Iowa.



## CLASS OF 1879.

MARY J. BEACH, - - - - St. Paul, Minn.

Entered from the Model School in '75. Taught one year after graduation, at Cooksville. Taught in Milwaukee 1882-3, and in Chippewa Falls, 1883-4. Since then, has taught in the St. Paul, (Minn.), High School.

LEWIS H. CLARK, - - - - River Falls, Wis.

Entered in 1875, from Wausemon, Green county. After graduation, was principal at Horicon four years, at Tomah three years, at Sparta three years, and at Baraboo two years. Was State Inspector of High Schools in 1891-2. Since then has been professor of mathematics in the River Falls Normal School. Was married to Alice L. Meadows, April 24, 1880. They have two children.

FANNIE CHAFIN, - - - - Milwaukee, Wis.

Entered from Mukwonago in 1874. After graduation, taught in Milwaukee one year, in Prairie du Chien one year, and again in Milwaukee one year, when she took up stenography. She is stenographer for the Standard Paper Co., Milwaukee.

ELEANOR CHAFIN, (Mrs. Stockman) - - - - Mason City, Ia.

Entered from Mukwonago in '74. Has not taught since graduation. Was married soon after graduation to Dr George Stockman of Ft. Atkinson, where they resided for some years. They now live in Mason City, Iowa. Have one child.

ELLEN A. PERSONS, (Mrs. Person) - - - - Howard, S. Dak.

Entered from Brodhead in '74. After graduation, taught one year in Eau Claire. The next year, became assistant in the Academic department of the Normal School, remaining till '84. Was married in '84 to Mr. R. Person and resided for some years at Woonsocket, S. D., where she did some teaching. For three years past, has resided at Howard, S. D. Has three children.

MARY A. REID, - - - - South Denver, Col.

Entered from Alderly in '70 or '71. After graduation, went to Concordia, Kansas, where she taught for nine years. Has taught since at Rice, Kan., Clyde, Kan., and Georgetown, Colo. Is now resting and trying to recover health.

GEO. W. REIGLE, - - - - Tomah, Wis.

Entered from Concord, Wis., in 1871. After graduation, was principal in Whitewater two years, in Spring Green five years, in Tomah seven years, where he still remains. Was married in 188- to Miss Minnie I. Horton of Whitewater. They have had two sons, but one of whom is now living.



ADELBERT I. SHERMAN, - - - Tacoma, Wash.

Entered from Ft. Atkinson in '71. Re-entered in '75, being then married. After graduation, was principal at Elkhorn, two years, and at Bayfield, four years. Was principal at Argyle, 1888-90. In 1890, he wandered westward, finally settling in Tacoma, Wash.

IDA TEED, - - - - - Chicago, Ill.

Entered from Port Washington in 1875. After graduation, taught in Elkhorn, one year; in Milwaukee, three years. Then went to the Pacific Coast. Was teacher of a Post School at Fort Grant, Arizona, for two years. Taught in Los Angeles, Cal., 1887-91. Returned to Wisconsin in '92. Is now studying art in Chicago.

#### CLASS OF 1880.

MARION I. BARBER, - - - - - Fulton, Wis.

Entered from Fulton in 1875. Since graduation, has taught one year at Whitewater, and two years in Fulton, in primary work. Was assistant in the high school at Sioux Falls, South Dakota, one year, and taught two years in Milwaukee. Weakness of eye-sight interrupted her teaching. She is now residing at her old home in Fulton.

CARRIE A. MCCUTCHAN, (Mrs. Marshall) Whitewater, Wis.

Entered from Whitewater in 1874. Has taught but two terms, one before, and one since graduation. Was married in 1882 to Abraham Marshall, and has four children. Resides on a farm near Whitewater.

SARAH A. PRYOR, (Mrs. Reed) - - - (Deceased).

Entered from Bay View in 1874. After graduation, taught in the Waukesha High School four years. Was married to Prof. Geo. H. Reed June 25, 1884. Died of pneumonia, January 21, 1891, leaving three children.

ROSE C. TRIPPE, (Mrs. Pulford) - - - Durango, Colo.

Entered the Model School from Whitewater at its opening in April, 1868. After graduation, taught at Whitewater, River Falls, Chippewa Falls, and Mineral Point, mostly in high schools. Was married to John B. Pulford of Mineral Point, December 20, 1886. Has no children living.

CHARLES TURNER, - - - - - Leola, S. Dak.

Entered from Rock Prairie in the fall of 1876. After graduation, taught one year at Eau Claire, then entered the banking business in Madison, S. Dak., removing after three years to Leola, S. Dak., where he is still en-



gaged in banking. In 1886, was elected Register of Deeds of McPherson county. Was married, July 20, 1881, to Cedora Johnson of Monroe, Wisconsin, who died after a protracted illness, February 20, 1887, leaving one son. In August, 1888, Mr. Turner was married to Miss Delphy Johnson, the sister of his former wife, by whom he has two sons.

#### CLASS OF 1881.

NETTIE A. BROWN, (Mrs. Sproat)      Grand Forks, N. Dak.

Entered from Whitewater in Sept., '75. Has done no teaching. Was married Sept. 20, '81, to Chas. A. Sproat. Has resided in Grand Forks, N. Dak., since that time. Has three daughters.

MARY CAMPBELL,      -      -      -      -      Milwaukee, Wis.

Entered from Waukesha, Sept., '76. Since graduation, has taught four years in the 16th District School, Milwaukee, two years in the Primary department of the Milwaukee Normal School, and again, four years in the 16th District School.

ANNE L. JOINER,      -      -      -      -      (Deceased).

Entered from Wyoming, Wis., in Sept., '76. Between certification and graduation, she taught one year near home. After graduating, she went to Custer Dity, Dakota, to teach. Besides her daily teaching, she started a Good Templar's Lodge, a Sunday School, and a night school. After a few weeks, she was stricken with mountain fever, and died, Oct. 17, '81.

JAMES O'BRIEN,      -      -      -      -      Milwaukee, Wis.

Entered from Cold Spring, in Sept., '76. Between graduation and certification, taught one year near home. After graduation, taught one year in Hersey, St. Croix Co., and one year in Juda, Green Co. He graduated from Rush Medical College in 1885; and has since practiced medicine in Milwaukee.

ELLA R. PELTON,      -      -      -      -      Minneapolis, Minn.

Entered from Spring Green in Sept., '75. After graduation, taught one year in the Le-Moyne Normal Institute, Memphis, Tenn., one year in Sheboygan, Wis., one year in Spring Green, and eight years in Minneapolis, Minn.

BESSIE SKAVLEM,      -      -      -      -      (Deceased).

Entered from Beloit in Sept., '75. Between graduation and certification, taught two years in Beloit. After graduation, taught three years in the same place. Finding it necessary to rest from teaching a year, she was



part of the time clerk in the Department of Agriculture at Madison. Went to California in Sept., '85, where she remained two years, teaching when strength permitted. Returning to Beloit, she died of consumption in December, '88.

LOUISE TOWNSEND, (Mrs. Flett) - - - Racine, Wis.

Entered from Elkhorn in '75. Between certification and graduation, taught two years in Elkhorn. After graduation, taught six months in the Elkhorn High School. Was married Aug. 30, '82, to D. H. Flett, Esq., of Racine. Has two children.

CLASS OF 1882.

MARY L. BASSETT, (Mrs. Hayes) - - - Eden Vale, Cal.

Entered from Koshkonong in '72. Before graduation, taught three years in Whitewater, and two years in Greeley, Col. After graduation, returned to Greeley, and taught six years. The year of 1889-90 was spent in New York city, taking work in normal drawing in the Cooper Institute, and lectures on manual training. She then went to Denver, Col., where she taught two years. Was married, July 18, '93, to Mr. E. A. Hayes.

EMMA M. CLINTON, - - - - Waukesha, Wis.

Entered from Waupun in '72. Before graduation, taught in Fox Lake, Embarrass, and Waupun. After graduation, taught one year in Waupun. In the fall of '83, took up primary work at Waukesha, where she still continues.

ANNIE L. COOK, - - - - Minneapolis, Minn.

Entered from Whitewater in the fall of '76. After certification, taught one year in East Troy. Since graduation, has taught every year but one in Minneapolis, Minn.

MARY G. FAIRCHILD, - - - - West Superior, Wis.

Entered from Whitewater in '77. After certification, taught one year in Beloit. After graduation, spent one year in Kansas. Was assistant in the Whitewater High School, 1885-89. Entered the University of Wisconsin, graduating from the classical course in 1890. Has been teacher of Latin in the West Superior High School for the past three years.

MARY J. GILLESPIE, - - - - Winnetka, Ill.

Entered from Kilbourn City in April, '76. Before graduation, taught two years at Baraboo. After graduation, became first assistant in the Waukesha High School, where she has remained ever since, excepting one year of rest. Has just been appointed principal of the Winnetka, Ill., High School.



EVERETT G. HAYLETT, - - - (Deceased).

Entered from Menomonee Falls in '74. After certification, taught at Ixonia, North Lisbon, and two years in Port Washington. After graduation, was principal of the Menasha schools two years. Was principal of the Sheboygan schools five years. Failing health compelled a retirement in the spring of '89. In the fall of 1889, he traveled in the far West. Returning, he opened a real estate office in Milwaukee in Jan., '90. Died of tuberculosis, Oct. 3, 1891. Was married, Aug. 8, 1888, to Lucy J. Geer of Menasha, who, with one little son, survives.

DANIEL W. MCNAMARA, - - - Omaha, Neb.

Entered from Thompson, Washington Co., in the fall of 1878. After graduation, taught one year in Wilmot and two years in Montello. He then gave up teaching. Was druggist and postmaster at Cylon, Wis., for two years. Was then admitted to the bar, and removed to Western Nebraska. In 1891, settled in Omaha. Was married Sept. 1, 1885, to Lulu M. Simmons of Montello. They have one son.

SARAH B. REDINGTON, (Mrs. Le Clair) West Superior, Wis.

Entered from the Model School in '76. After certification, taught two years at Black River Falls. After graduation, taught two years in Chipewewa Falls, and three months in Whitewater, being interrupted by ill-health. Was married Dec. 26, '83, to Edgar A. Le Clair. They have two children.

CORNELIA E. ROGERS, - - - Whitewater, Wis.

Entered from Juneau, Wis., in '71. After certification, was assistant in the Academic department of the Normal School. After graduation, taught one year in the Preparatory department. The next seven years, taught history and mathematics in the Normal department. Then became teacher of Geography, which position she still occupies. See sketch elsewhere.

CARRIE A. SABIN, (Mrs. Collins) - - - Oxford, Kan.

Entered from Baraboo in '75. After graduation, taught one year in Milwaukee, one year in Beaver Dam, and a year in Kansas. Was married Sept. 26, 1886, to Dolin Collins. They have two boys.

H. LEWIS SCHWEPPE, - - - Parker, S. Dak.

Entered from Sioux City in '76. After certification, taught at North Freedom and Black Hawk. Since graduation, has taught four years in Parker, South Dakota. Engaged in farming four years ago, near Wellington, S. D., where he still remains. Was married Dec. 16, '86, to Ada R. McMillen. They have one son.



## A. EUGENE TYLER, - - - - Get Up, Ala.

Entered from Big Spring, Adams Co., in 1876. After certification, taught two years at Darien. After graduation, was principal of the Trempealeau High School two years. He then taught for seven years in Eau Claire. Now resides in Get Up, Alabama, where he has established a high school. Was married July 14, 1875, to Miss Mattie M. Thayer. Five children have been born to them, but only two are now living.

## MARY V. VILAS, - - - - Englewood, Ill.

Entered from Oconomowoc in '78. After graduation, began teaching in the Brodhead High School. Failing health compelled retirement in the spring of 1883. Went to San Francisco, Cal., where she lived until the summer of 1891. Is spending the Columbian year at Englewood, Ill.

## DELLA A. WARNE, - - - - Whitewater, Wis.

Entered from Whitewater in the fall of '75. After certification, taught at Rockland and Cold Spring. After graduation, taught one year in Fond du Lac. Has since lived at home in Whitewater.

## CLASS OF 1883.

## HENRY J. BOWELL, - - - - Merrill, Wis.

Entered from Monroe in the fall of 1875, for a short time. Re-entered in the spring of 1879. After graduation, taught nine years as principal in Clinton, Menasha, Necedah, Merrill, and Delavan. October 1, 1892, entered the general insurance and real estate business at Merrill, Wis. Was married July 8, 1886, to Margaretta M. Finch, of the Class of '84. They have one daughter.

## ALFRED P. DE LANEY, - - - - (Deceased).

Entered from the Model School in 1878. After certification, taught one year in Cold Spring. After graduation, was principal at West De Pere one year. The next year, he spent three months at the University of Wisconsin and taught geography in the Normal School for seven months. Was assistant in the high school at Sheboygan, one year. In September, 1887, became principal at Columbus. After three months, failing health compelled a retirement. He died in Southern California, February 9, 1888.

## EDGAR E. FOWLER, - - - - Chicago, Ill.

Entered from Richland Center in 1880. Taught one year before graduation. After graduation, was principal at New Lisbon for six years. Resigned in March, 1889, to enter the publishing house of H. J. Smith & Co., Chicago, of which he is now Secretary and Manager. Was married June 30, 1885, to Mary A. Smith, of New Lisbon. The family, including two children, now live at Oak Lawn, Ill.



LILY G. LELAND, (Mrs. Mereness) - Milwaukee, Wis.

Entered from the Model School in 1878. After graduation, taught one year at Oconto, and one and one-half years in Whitewater, in primary work. Was married in October, 1887, to Dr. Dwight Mereness. Has since resided in Milwaukee, where he is a prominent physician.

WILLIAM J. POLLOCK, - - - Milwaukee, Wis.

Entered from Hebron in 1876. After certification, taught at Davis Junction, Ill. After graduation, was principal, one year each, in Prairie du Chien, Brodhead, Whitewater, and De Pere. In December, 1887, succeeded A. P. DeLaney at Columbus, completing the year. In the fall of 1888, became principal at Kenosha, continuing two years, when he became principal of the 16th District School, No. 1, in Milwaukee. He still holds this position. Was married June 7, 1888, to Miss Bird Willits, of De Pere. They have one son.

ELSIE L. SALISBURY, (Mrs. Drew) - Rollingstone, Minn.

Entered from Spring Prairie in the fall of 1878. After certifying, taught one year in Prairie du Chien. After graduation, taught four years in the Brodhead High School, two years as assistant and two as principal. Spent some months in Cornell University, New York; then taught one year in the high school at Minneapolis, Minn. Was married September 1, 1890, to James W. Drew. Has one child.

MARY R. SAXE, (Mrs. Chandler) - - - Chicago, Ill.

Entered from Whitewater in 1879. After graduation, taught one year in Oconto. Spent two years in the University of Wisconsin, graduating in 1886. Then taught one year in the Whitewater High School, and two years as assistant in the Preparatory department of the Normal School. Was married August 28, 1889, to Fremont E. Chandler, a classmate in the University, now a graduate of the Rush Medical College. They have had three children. One died at the age of eleven months. Dr. Chandler has entered practice in Chicago.

BERTHA A. SCHUSTER, (Mrs. Beach) - Whitewater, Wis.

Entered from Middleton in 1877. After certification, taught two years at Oregon, Wis. After graduating, taught in Eau Claire one year. Was assistant in the Preparatory department of the Normal School two years. Was teacher in the Intermediate department in the Platteville Normal School one year. Was married September 24, 1889, to Z. P. Beach, of Whitewater.



HELEN MINERVA VILAS, - - - Englewood, Ill.

Entered from Oconomowoc in September, 1878. Removed to San Francisco, Cal., in 1884, and taught the next year in a graded mountain school at Patchen, Santa Clara county, Cal. After that, resided in San Francisco until 1891. Has spent the two last winters in Englewood, Ill., watching the growth of the Columbian Exposition.

LEO A. WILLIAMS, - - - Madison, Wis.

Entered from the Model School in 1875. After certification, taught two years in Jefferson county, one year in Darien, and one year in Waukesha county. After graduation, was principal at Columbus for three years. In the fall of 1886, became County Superintendent of Schools for Walworth county, holding the position until 1892. Was married, November 19, 1890, to Miss Laura Bassett, of Columbus. Is now a student in the Law Department at the State University.

#### CLASS OF 1884.

LILLIE CULVER, - - - Milwaukee, Wis.

Entered from Wauzeka in 1877. After certification, taught one year in Wauzeka. After graduation, taught some time in Iowa. Spent one fall and winter in Florida. Has been teaching the past seven years in Milwaukee.

MARGARETTA M. FINCH, (Mrs. Bowell) - Merrill, Wis.

Entered from Whitewater in 1876. After certification, taught two terms near Whitewater, and two years at Evansville. After graduation, was assistant in the Janesville High School one year, and in the Whitewater High School one year. Was married to Henry J. Bowell, July 8, 1886. Has one daughter.

CHESTER A. FOWLER, - - - Omaha, Nebraska.

Entered from Richland Centre in 1881. After graduation, was principal at East Troy one year, and at Wonewoc two years. Then attended the University of Wisconsin graduating from the English course and from the Law School. Was married March 30, 1892, to Carrie J. Smith, and is now practicing law in Omaha, Neb.

LILLA KING, - - - Chicago, Ill.

Entered from Whitewater in '77. After graduation, taught three years at Minneapolis, Minn. Has taught five years in Whitewater, two in primary work and three in the high school. Has spent three summers at the Wis. State Summer School at Madison. Is now studying medicine.



**MARIE C. LARSON, - - - - - Oak Park, Ill.**

Entered from Oakdale, Wis., in '77. After certification, taught two years at Tomah. After graduation, taught one year at Beaver Dam, four years in the Sparta High School, and three years as supervisor of drawing in the schools of Oak Park, Ill. The past year, has been teacher of mathematics in the Oak Park High School. Has devoted much time to the study of art. Spent one summer at Round Lake, N. Y., studying painting under B. R. Fitz.

**PHEBE R. PORTER, - - - - - (Deceased).**

Entered from Cooksville, Rock Co., in '77. After certification, taught one year near Footville. After graduation, she kept her father's house for two years. Died in hospital in Chicago, Sept. 9, '86.

**SUSAN M. PORTER, - - - - - Lake Mills, Wis.**

Entered from Cooksville in '77. After certification, taught one year at Fulton. After graduation, taught two years in the Waukesha High School, keeping house for her father the next six years. Traveled one year on the Pacific Coast with an invalid brother. Became assistant in the Lake Mills High School in March, '93.

**ALLEN B. WEST, - - - - - Lake Mills, Wis.**

Entered from Utica, Dane Co., '76. After certification, taught one year at Utica, and three years at Downsville, Dnnn Co. After graduation, was principal of the Reedsburg High School nine years. Was married Aug. 27, '84, to Hattie E. Brown. They have three children.

**CLASS OF 1885.****MINNIE L. BURGESS, - - - - - Milwaukee, Wis.**

Entered from Mukwonago in 1879. After certification, taught one year at Lyons and three years in Horicon. After graduation, taught one year in Beaver Dam and three years in the North Eau Claire High School. Since 1889, has been teaching in Milwaukee in the 17th Dist. School.

**JAMES H. DERSE, - - - - - Black River Falls, Wis.**

Entered from Alderly, in September, '80. After certification, taught at Monches, Waukesha Co. After graduation, taught at Williamsburg, then became principal of the Horicon High School, where he remained until '92, when he became principal at Black River Falls. Was married in August, '90, to Miss Mary E. Donnelly.

**M. HARVEY, - - - - - (Deceased).**

l from Boonville, N. Y., in 1880. The next year, the death of her led her home, where she remained for one year, teaching in the



public schools. Returned to the Normal in 1882. After graduation, taught in Milwaukee for one and one-half years. Died from peritonitis, Jan. 1, 1887. Was buried at her old home in Boonville, N. Y.

EDITH L. HATCH, - - - - (Deceased).

Entered from Whitewater in 1878. After certification, taught one year at Barron. After graduation, taught two years in Whitewater. Died of typhoid fever, Dec. 23, 1887.

#### CLASS OF 1886.

IDA M. CRAVATH, - - - - Whitewater, Wis.

Entered from Lima, Wis., in Sept., '79. After graduation, taught in the Burlington High School four years. After half a year of rest, was assistant in the Whitewater High School for three and one-half years. Has attended summer schools at Madison, Wis., and Bay View, Mich. Is now a student in Pratt Institute, Brooklyn, N. Y.

HARLEY B. FOWLER, - - - - Philadelphia, Pa.

Entered from Heart Prairie in September, '82. After graduation, was principal of a ward school at Sheboygan three years. He then became first assistant in the Sheboygan High School, but resigned in January, '92, to study dentistry, and is now in the Philadelphia Dental College.

SUMNER H. HILLIARD, - - - - Warren, Ill.

Entered from Albany in September, 1881. After certification, taught one year at Gratiot. After graduation, was principal at Argyle three years, and at New Lisbon part of one year. He then took a course in the Hahnemann Medical College, of Chicago. Is now engaged in the practice of medicine at Warren, Ill.

ASAE LARSON, - - - - Bridgewater, S. Dak.

Entered from Wauzeka in 1882. After graduation, removed to Dakota. Taught one year at Fremont, and half a year at Bridgewater. Went to Yankton to read law. Increasing deafness led him to take up farming, in which he is now engaged. Owns an interest in the *Populist*. Was married in February, '89, to Rose Florence Larson. They have one daughter.

J. MICHAEL O'BRIEN, - - - - Ironton, Wis.

Entered from Ironton in '82. After graduation, was principal in Manawa, one year. He then took a course in the Rush Medical College, of Chicago, and worked in Cook County Hospital. Commenced practice in Ironton, Wis., in '91.



LUTHER H. PECK, - - - - La Crosse, Wis.

Entered from Casco, Kewaunee Co., in '78. After certification, attended the State University for a time. Then taught for six years at Caledonia, Rio, and East Troy. After graduation, became principal of the First Ward School in La Crosse, where he still remains. Was married Nov. 9, 1880, to Miss Libbie S. Batty.

ELIZABETH A. THIEN, (Mrs. Leffingwell) Whitewater, Wis.

Entered from Port Washington in September, '79. After certification, taught six months in Ozaukee Co., three months in Milwaukee, and one year in Port Washington. After graduation, began service as assistant in the Eau Claire High School. Was married, January 25, 1887, to H. C. Leffingwell, and has since resided in Whitewater. They have two children.

LILLIE B. WEBSTER, - - - - Longmont, Colo.

Entered from Whitewater in '77. After certification, taught one year in a district school, two years at Allen's Grove, and one year in Lake Geneva. After graduation, taught one year in the Black River Falls High School, and five years in Milwaukee. Is now teaching in Longmont, Colo.

ROSE A. WEBSTER, (Mrs. Parmley) - - Peoria, Ill.

Entered from Whitewater in September, '80. After certification, taught two years in Whitewater. After graduation, was assistant in the Janesville High School for two years. Was married March 18, 1889, to Walter C. Parmley, a civil engineer, and went to California. From '89 to '93, resided in Ogden, Utah, then removed to Peoria. Has one daughter.

#### CLASS OF 1887.

CHARLES A. GOGGIN, - - - - Temple, Tex.

Entered from Sylvester, Green Co., in '78. After certification, taught one year in Gratiot, and one year at Nora, Ill. Was principal at Edgerton two years. After graduation, was principal at De Pere two years, in Silver City, New Mexico, one year, in Alvarado, Texas, one year, and was then principal of the First Ward School in Fort Worth, Texas, one year.

HERBERT H. JACOBS, - - - - Madison, Wis.

Entered from North Prairie in 1880. After graduation, was principal at Evansville three years. Was student in Beloit College two years. Graduated from the University of Wisconsin in 1893. During his college course has done considerable preaching in different places. Is now an instructor in the State University.



SELENA SEVERSON, - - - - Chicago, Ill.

Entered from Black Earth in 1880. After certification, taught two years at Black Earth. Since graduation, taught one year in Berthoud, Colo., one year at Fort Collins, Colo., and two years in Milwaukee, Wis. Is now a student in a medical college for women at Chicago.

FLORA E. STEWART, - - - - Wellesley, Mass.

Entered from Delavan in 1882. Since graduation, has taught one year in Beloit, and five years as first assistant in the Whitewater High School. Is now a student in Wellesley College.

CLASS OF 1888.

M. BELLE AUSTIN, - - - - Fox Lake, Wis.

Entered from East Troy in 1883. After graduation, taught two years in the Menomonee High School. Taught one year in La Crosse, and one term in Milwaukee. Entered the University of Wisconsin, graduating in 1893. Is now a teacher in Downer College.

MEHETABEL BARNES, - - - - Syracuse, N. Y.

Entered from Eau Claire in 1882. After certification, taught two years in Eau Claire. After graduation, taught one and one-half years in Whitewater. Has just finished a three years' course in medicine at the University of Syracuse, N. Y.

PAUL BERGEN, - - - - Omaha, Nebraska.

Entered from Richwood, Dodge county, in 1883. After certification, taught one year in Menomonee Falls, and five years at Symco. Since graduation, was principal of the Montello High School two years, and of the high school in Papillion, Neb., two years. At present, is practicing law at Omaha, Neb.

ANNA CASSODAY, (Mrs. O. G. Barnes) - Fargo, N. Dak.

Entered from East Troy in 1878. After certification, taught one year in East Troy, one year in Milwaukee, and two years in Whitewater. After graduation, taught in the Fargo, N. Dak., High School for two years. Was married Sept. 6, 1890, to O. G. Barnes.

EDITH R. HANLON, (Mrs. Tyrrell) - - Wausau, Wis.

Entered from Oconomowoc in 1882. After certification, taught one year in Illinois. After graduation, taught three years in Fargo, N. Dak., in primary work. Was married Sept. 9, 1891, to Frank J. Tyrrell. They have one child.



MELVIN A. HATCH,        -        -        -        Sheboygan, Wis.

Entered from the Model School in Sept., 1880. Was afterwards student in the Iowa Agricultural College. Since graduation, was principal at Boyd, Wis., one year; of the Sixth ward school in Sheboygan for the past three and one-half years.

M. EMMA HUGHES,        -        -        -        Milwaukee, Wis.

Entered from Whitewater in 1882. After certification, taught at Heart Prairie and Cold Spring. Since graduation, has taught in Milwaukee, in primary work.

LAURA KNAPP, (Mrs. Grisim)        -        -        Madison, Wis.

Entered from Prairie du Sac in 1880. After certification, taught one year at Baraboo, and one year in the Avery Normal Institute, Charleston, S. C. After graduation, was assistant in the Sparta High School two years. For one year, was president of the State organization of the Y. W. C. A. Taught at Reedsburg 1892-3. Is now principal of a ward school in Madison. Was married Sept. 10, 1890, to Gilbert Grisim.

HENRY KRUEGER,        -        -        -        Milwaukee, Wis.

Entered from Watertown in 1884. After graduation, became principal of the West Milwaukee school. Has recently taken charge of a ward school in Milwaukee. Was married to Miss May Maxon, a classmate, in 1889.

MAY J. MAXON (Mrs. Krueger),        -        Milwaukee, Wis.

Entered from Walworth in 1882. After certification, taught two years in the Walworth High School. After graduation, served one year in the same place. For three years, has been assistant to her husband in the West Milwaukee school. Was married to Henry Krueger, July 7, 1889.

PETER T. NELSON,        -        -        -        Milwaukee, Wis.

Entered from Stoughton in 1878. After certification, taught one year at Footville. Was principal at Iola two years, and was principal of the Argyle High School for two years. Since graduation, has been principal of the Hartford High School. Has taught summer schools for three seasons. Was married, June 26, 1884, to Mary Spoon. They have two children.

ALBERT C. PIPER,        -        -        -        Poynette, Wis.

Entered from Lowell in 1882. After certification, taught one year at Milford, and one year at Lowell. After graduation, was principal at Albany one year, at Hammond two years, and the past two years has been principal of the Merrillan High School. Was married, August 3, 1892, to Miss Minnesota E. Wells. Is now principal at Poynette.



CLASS OF 1889.

NELLIE M. GILLESPIE, - - - Winnetka, Ill.

Entered from Kilbourn City in 1885. After graduation, taught one year in Lake Geneva, one year in the Reedsburg High School, and two years in the Menasha High School. Is now assistant in the Winnetka, (Ill.), High School.

ARTHUR H. SHOLTZ, - - - Stoughton, Wis.

Entered from Oregon in August, 1884. After certification, taught one term in Rutland, Dane county. Since graduation, was principal of the Oregon High School four years. Is now principal at Stoughton. Was married Dec. 1, 1891, to Alma F. Ames.

CLASS OF 1890.

HATTIE COLTON, - - - - - (Deceased).

Graduated from the Beloit High School in 1887. Entered the Normal from Sylvester, Green county, in 1888. Finished the advanced course in two years, serving as librarian during the second year. After graduation, was engaged as assistant in the Evansville High School, but ill-health prevented her entering upon the work. She died of consumption, Feb. 1, 1891.

SARAH R. DEVLIN, - - - La Crosse, Wis.

Entered from Woodworth, Kenosha county, in 1886. Since graduation, has taught one year in Milwaukee, and two years in La Crosse.

SARAH DICKIE, - - - North Freedom, Wis.

Entered from North Freedom in 1885. Since graduation, has taught two years in Elkhorn, and one year in the Kenosha High School.

FRANK V. HUBBARD, - - - Waseca, Minn.

Entered from La Grange in 1872, but before finishing the course was compelled to retire on account of ill-health, and went to Minnesota. He returned to graduate in the spring of 1890. Has been principal at Waseca since 1885. Was director of the Minnesota State Teachers' Training School during the summers of 1881-2. Was married in 1884, to Minnie L. Ayer, of Lodi, Wis. Has two sons.

MARY C. WARNE, - - - Wauwatosa, Wis.

Entered from Whitewater in Jan., '77. After completing her junior year, began teaching in Sept., '80. Taught in Whitewater five years, in River Falls one year, and in Charles City, Iowa, three years. Was a senior in 1889-90. Since graduation, has taught a year in the Menomonie High School, and two years in the Wauwatosa High School, as first assistant.



WINNIE C. WARNING, - - - Madison, Wis.

Graduate of the Elkhorn High School. Entered the Normal in '87. Since graduation, has taught in the high schools at Black River Falls and Madison.

WILLIAM F. WINSEY, - - - Appleton, Wis.

Entered from Alderly in 1884. Since graduation, has been principal of the Third Ward School in Appleton.

#### CLASS OF 1891.

JOHN F. BERGEN, - - - Prairie du Sac, Wis.

Entered from Richwood, Dodge Co., in 1886. Since graduation, has been principal of the Prairie du Sac High School.

LULU M. CARPENTER, - - - Janesville, Wis.

Graduated from the Janesville High School. Entered the Normal in '89. Since graduation, has taught one year in Sheboygan and one year in Janesville.

ALEXANDER CORSTVET, - - - Burlington, Wis.

Entered from Deerfield in '84. Certificated in '88, after which he taught one year in the Albion Academy. After graduation, was principal of the Stoughton High School two years. Is now principal at Burlington. Was married in 1888 to Emma Lampert. They have two daughters.

FRANK H. CRIGER, - - - Chicago, Ill.

Entered from Whitewater in 1885. Has never taught. Was stenographer for the Haskel & Barker Co., Michigan City, Indiana, two years. Is now studying medicine.

EMMA B. CURTISS, - - - Memphis, Tenn.

Entered from Clinton in '84. Since graduation, has taught drawing and physical culture in the Le Moyne Normal Institute, Memphis, Tenn.

CHARLES M. GLEASON, - - - Ashland, Wis.

Entered from Lima in 1884. Certificated in 1887. Taught in Merrimac and Midway, Wis. Since graduation, has taught in the Ashland High School, of which he is now principal.

CLAUDE GREENGO, - - - Menomonee Falls, Wis.

Entered from Sussex in 1886. Since graduation, he has been principal of graded school at Merton. Is now principal at Menomonee Falls, Wis.



W. ARTHUR KNILANS, - - - Sheboygan, Wis.

Entered from Delavan in '86. Since graduation, has taught as first assistant in the Sheboygan High School.

KATHARINE A. MUCK, - - - Whitewater, Wis.

Entered from Jefferson in 1887. Since graduation, has taught one year in the Baraboo High School and one year in Whitewater.

KATE L. SABIN, - - - - - Jefferson, Wis.

Entered from Windsor in 1886. After graduation, entered the University of Wisconsin, where she graduated in 1893, with the degree of B. S. Is now assistant in the Jefferson High School.

MAY R. SHEPARD, - - - - Milwaukee, Wis.

Entered from Delavan in 1886. Since graduation, has taught in the 11th District School, Milwaukee.

EFFIE E. STEVENS, - - - - Appleton, Wis.

Entered from Eau Claire in 1887. Since graduation, has taught one year in Hartford, and one year in the 3d District High School at Appleton.

#### CLASS OF 1892.

MARY B. CRAVATH, - - - Lake Geneva, Wis.

Entered from Lima in '81. After certification, taught one year at Augusta, four years at Whitewater. Since graduation, has taught at Lake Geneva, in primary work.

M. MEDORA HURLBUT, - - - Elkhorn, Wis.

Graduated from the Elkhorn High School. Entered the Normal in 1889. Since graduation, has taught one year in the Marshfield High School.

SADIE E. HURLBUT, - - - Elkhorn, Wis.

Graduated from the Elkhorn High School. Entered the Normal in '89. Since graduation, has taught in Elkhorn in primary work.

HARRY D. KEYES, - - - Weyauwega, Wis.

Entered from Delton in Sept., 1883. After certification, taught two years at North Freedom. The past year, was principal at Friendship. Is now principal at Weyauwega.



ISAAC PETERSON, - - - - Jefferson, Wis.

Entered from Alderly in 1886. Since graduation, has been principal of the Jefferson High School. Was married June 30, 1892, to Gertrude L. Salisbury.

FLORA B. POTTER, - - - - Milwaukee, Wis.

Entered from Whitewater in 1886. Is teaching in Appleton.

GRANT E. PRATT, - - - - Pepin, Wis.

Entered from Hebron in '82. After certification, taught 14 months at Oconto and 13 months at Hartford. Since graduation, has been principal at Pepin. Was married June 18, '90, to Lizzie M. Pollock.

JENNIE P. ROOT, - - - - Milwaukee, Wis.

Graduated from Ft. Atkinson High School. Entered the Normal in '90. Has taught one year in Appleton. Is now teaching in Milwaukee.

OLIVER M. SALISBURY, - - - - Madison, Wis.

Entered from Whitewater in '86. The past year was principal at Weyauwega, Wis. Now a student in the State University.

#### CLASS OF 1893.

FLORENCE M. AVERILL, - - - - Appleton, Wis.

Graduated from the Whitewater High School. Entered the Normal August, '90. Has commenced teaching at Appleton.

MAUD M. AVERILL, - - - - Appleton, Wis.

Entered from Whitewater in '88. Has begun teaching at Appleton.

LILLIAN R. BARNEY, - - - - Columbus, Wis.

Entered from North Branch, Iowa, in 1886. Certificated in '90. Taught one year in Iowa. Is now teaching at Columbus.

MARY DOWLING, - - - - La Crosse, Wis.

Graduated from the Delavan High School. Entered the Normal in 1890. Is now teaching at La Crosse.

FANNIE E. FERRIS, - - - - Winnetka, Ill.

Graduated from the Elkhorn High School. Entered the Normal in '90. Has commenced teaching at Winnetka, Ill.

OTTO A. FIEDLER, - - - - Fort Atkinson, Wis.

Graduated from the Whitewater High School. Entered the Normal in '92, and completed the full course in one year. Is engaged as assistant in the Fort Atkinson High School.



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HARVEY R. LAWTON,        -        -        -        Milwaukee, Wis.  
Entered from La Grange in 1884. Now teaching in Milwaukee.

JOHN A. LUETSCHER,       -        -        -        -        Madison, Wis.  
Entered from Sauk City in 1889. Has entered the State University.

ANNA NORSMAN,           -        -        -        -        Waukesha, Wis.  
Entered from Windsor in 1885. After certification, taught one year in Windsor, and two years in Evansville. Is now teaching in the Waukesha High School.

HELEN L. PRAY,           -        -        -        -        Rice Lake, Wis.  
Graduate of the Whitewater High School. Entered the Normal in 1890.  
Is teaching in Rice Lake High School.

KATHARINE R. PRAY,       -        -        -        -        Whitewater, Wis.  
Entered from the Model School in 1886. Is now at home.

EVA SHOWERS,            -        -        -        -        La Crosse, Wis.  
Graduate of the Stoughton High School. Entered the Normal in 1890.  
Is now teaching at La Crosse.



## REGISTER OF THE ELEMENTARY COURSE.

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Students completing only the Elementary Course have never been recognized as *graduates* of the School. However, they receive from the Board of Regents a certificate which, when countersigned by the State Superintendent, becomes a State certificate for five years. They represent, not altogether inadequately, the training and spirit of the School, and should not be passed over without recognition.

The subjoined list, copied from the catalogue of 1892-3, shows the name and present address, so far as known, of each person who has taken the Elementary Course, with the number of years of experience in teaching, both before and since the completion of the course. Where two classes were certificated in one year their names have not been kept separate.

NOTE.—The figures in the first column indicate years of teaching before certification; those in the second column, years of teaching since certification.

### CLASS OF 1875.

Henry W. Brewster,	Professor,	St. Anthony Park, Minn.,	1	13
Lydia Cummings,	Teacher,	Milwaukee,	3	18
Elizabeth J. Cole,		Hagerstown, Md.,		3
George A. Gross,	Farmer,	Merrimac,	2	6
J. Oscar Green,	1st Lieut. U. S. A.,	Ft. Buford, N. Dak.,		3
Levi A. Nichols,	Farmer,	Hebron, Ill.,	1	term.
Charles S. Taylor,	Manufacturer and Editor,	Barron,	2	0
John J. A. Warren,		Lincoln, Neb.,	3	5
Celine B. Williams,		Delavan,		5

### CLASS OF 1876.

Emma C. Cook,	(Mrs. Morey),	Durango, Col.,	1	2
Mary A. Gray,	(Mrs. Johnson),	National City, Cal.,	3	2
Ferdinand B. Hawes,	Graduated, 1877.			
Rilla M. Johnson,		Wauwatosa,	1	0
Martha Johnson,	(Mrs. O. P. H. Smith),		1	8



William D. Parker,	Merchant,	Sheffield, Iowa,	3	5
Eva Russell,	(Mrs. Wegg),	Chicago, Ill.,	6	2
Amma M. Rhoades,	(Mrs. Spooner),	Frankfort, S. Dak.,	4	3
Bessie L. Seward,	(Mrs. W. J. Hughes),	Fairhaven, Wash.,	2	8
Della F. Smith,	Real Estate Agent,	Chicago,	1	5
*Mathias L. Schwin,			1	4
Mary Wilmer,	(Mrs. Clancy),	East Troy,	1	6
Annie J. Wyman,	(Mrs. Warren), Teacher,	Stoughton,	1	11

CLASS OF 1877.

William H. Cory,	Minister,	Ellendale, N. Dak.,	2	3
Hattie M. Dean,	(Mrs. Morgan),	Lima,	1	term.
Ella M. Moore,	Teacher,	Brodhead,	2	10
Vesper Morgan,	Lawyer,	Chippewa Falls,	8	5
Frances Nichols,	(Mrs. Stewart),	Hebron, Ill.,	1	2
Bessie Skavlem,	Graduated, 1881.			
Louise Townsend,	Graduated, 1881.			
Ida Teed,	Graduated, 1879.			

CLASSES OF 1878.

Wm. D. Acherman,	Book-Keeper,	Kaukauna,	4	10
Marion I. Barber,	Graduated, 1880.			
Nettie A. Brown,	Graduated, 1881.			
Florian Cajori,	College Professor,	Colorado Springs, Col.,	1	8
Annie L. Cook.	Graduated, 1882.			
*Minnie Cone.				
Hattie Celleyham,	(Mrs. F. P. Hays),	Lancaster, Mo.,	1	4
Flora S. Dann,	(Mrs. Goodearle),	Snobomish, Wash.,	2	
*Emeline W. Dunbar,				
Sophia Engebretsen,	(Mrs. Fred. Falk),	Stoughton,		3
Sara E. Fiske,	Teacher,	So. Evanston, Ill.,	2	8
Sophia Gross,	(Mrs. Borchers),	La Valle,	5	8
Everett G. Haylett,	Graduated, 1882.			
Daniel J. Hemlock,	Lawyer,	Waukesha,	3	2
Mary Hahn,	(Mrs. F. H. Fowler), Teacher,	La Crosse,	0	14
*Cedora Johnson,	(Mrs. Chas. Turner),		1	1
Anne L. Joiner,	Graduated, 1881.			
Mary Kinney,	(Mrs. Stroube),	Chamberlain, S. D.,	1	5
Ada L. Lyman,		Oconomowoc,	3	2
Ruth E. Munson,	(Mrs. C. B. Browne),	Ravenswood, Ill.,		1
Martha E. McIntyre,	(Mrs. Walsh),	Dickens, Iowa,	3	0
Jennie E. Martin,	(Mrs. Lonneker), Merchant,	Madison, Neb.,	8	5
Carrie A. McCutchan,	Graduated, 1880.			

\*Deceased.



*Bailey A. Parmly,			1	1
Joel W. Richmond,	Purchasing Agent,	Minneapolis, Minn.,	1	2
Cornelia E. Rogers,	Graduated, 1882.			
Rose M. Randall,	Milliner,	Doland, S. D.,	5	7
Bertha Schuster,	Graduated, 1883.			
Carrie A. Sabin,	Graduated, 1882.			
*Nellie Teed,			0	5
Carrie W. Taylor,	(Mrs. Hinckley), Teacher,	Centerville, S. D.,	0	4
Charles Turner,	Graduated, 1880.			
Lillian Warner,	(Mrs. Freeman),	Whitewater,	1	2
Della Warne,	Graduated, 1882.			
Allen B. West,	Graduated, 1884.			
Leo. A. Williams,	Graduated, 1883.			

## CLASSES OF 1879.

Arthur L. Blunt,	Physician,	Chicago, Ill.,	1	—
Addie M. Bowen,	(Mrs. Derrick),	Chicago, Ill.,	1	5
Hattie E. Browne,	(Mrs. Dr. Stadler),	Milwaukee,	1	4
Minnie L. Burgess,	Graduated, 1885.			
Annie F. Bray,		Milwaukee,	0	11
Clara Campbell,	(Mrs. Gotham),	Richland City,	4	2
Mary Campbell,	Graduated, 1881.			
Thomas Dorr,	Lawyer,	Milwaukee,		2
Lizzie I. Dwinnell,	(Mrs. M. M. Mitchell),	Louisville, Ky.,	0	3
Carrie Evans,	(Mrs. Saxe),	Minneapolis, Minn.,	1	term
Etta Edwards,	(Mrs. Kneeland),	Fergus Falls, Minn.,		5
Clayton Ede,	Railroad Clerk,	St. Paul, Minn.,		1
Maggie M. Finch,	Graduated, 1884.			
Emma E. Howell,	(Mrs. Tollefson),	Arcadia,	4	12
Perry Howard.				
Angie King,	(Mrs. Curtis),	Garden Prairie, Ill.,	0	3
*Hattie J. McCune,	(Mrs. Perry),		0	2
Leora McCune,	Teacher,	Barron,	1	13
Lawrence Murphy,	Lawyer,	Milwaukee,	3	1
Timothy A. McGrath,	Railroad Clerk,	St. Paul, Minn.,	1	2
Mary A. Northen,	Teacher,	Milwaukee,	2	11
James O'Brien,	Graduated, 1881.			
Ella Pelton,	Graduated, 1881.			
Edward S. Prince,	Cashier,	Minneapolis, Minn.,	0	1
Frances A. Peacock,	(Mrs. H. Hulce),	Darien,	0	5
Ella Rockwood,	(Mrs. G. H. Goodhue),	Whitewater,		0
Sarah B. Redington,	Graduated, 1882.			
Elsie L. Salisbury,	Graduated, 1883.			
*M. Ethel Smith,	(Mrs. Stratton),		1	6

\*Deceased.



H. Lewis Schweppe,	Graduated, 1882.			
Homer S. Saxe,		Cleveland, O.,	1	0
A. Eugene Tyler,	Graduated, 1882.			
Mary C. Warne,	Graduated, 1890.			
Jessie L. Wiswell,	(Mrs. Winsor),	Mitchell, S. Dak.,	1	6

CLASS OF 1880.

Alice Burnham,	(Mrs. Baxter), Dentist,	Richland Center,	7	1
Anna Cassoday,	Graduated, 1888.			
*Fannie L. Cavell.				
Sue Chamberlin,	(Mrs. F. A. Murray),	San Jose, Cal.,	1	2
Emma M. Clinton,	Graduated, 1882.			
Mary E. Colgate,	(Mrs. Elmer),	Chromo, Colo.,	1	12
Chas. F. Cronk,	Ch'n Prohibition State Com.,	Madison,	2	11
A. P. DeLaney,	Graduated, 1883.			
Timothy Driscoll,	Merchant,	Oakesdale, Wash.,	2	6
Jannette C. Dunn,	(Mrs. Bain),	Oxford,	2	3
Kate Dyer,	(Mrs. Weston),	Chicago, Ill.	0	4
Josephine B. Garinger,	(Mrs. Cone),	Eureka, Cal.,	--	
Mary J. Gillespie,	Graduated, 1882.			
George H. Goodhue,	Farmer,	Whitewater,		0
*Alice V. Green,	(Mrs. R. F. Howard),		0	3
Dewey Hicks,	Farmer,	El Reno, Ok. Ter.,	0	4
*Alice A. Joiner,			1	2
Lizzie Kelley,	(Mrs. Malone),	Waukesha,	1	7
Chas. E. Kittinger,	Nurseryman,	Powell, S. Dak.,	1	2
Sarah Kynaston,	(Mrs. Knilans),	Whitewater,	0	1
Martha Mizelle,	(Mrs. D. C. Graham),	Cameron, Ill.,	3	9
Lizzie Moore,	(Mrs. J. W. Martin),	Milwaukee,	0	9
Daniel W. McNamara,	Graduated, 1882.			
Arthur Mumm,	Merchant,	Wausau,	1	term.
William J. Pollock,	Graduated, 1883.			
Josephine Quinlan,	(Mrs. Edw. Rissman),	Milwaukee,		10
Bert. W. Rand,	R. R. Agent,	Sault de St. Marie, Mich.,		0
Alma B. Stanford,	Teacher,	Elkhorn,	1	11
Libbie Thomas,	(Mrs. Dr. Brainard),	Kansas City, Mo.,		0
Hattie H. Tripp,	(Mrs. Porter),	Cooksville,	1	5
Carrie L. Udell,	(Mrs. G. W. Faulkner),	Wilmot,	1	1
Mary V. Vilas,	Graduated, 1882.			
Lillie B. Webster,	Graduated, 1886.			
Christie Woodworth,	(Mrs. Jos. Lunn),	Alexandria, S. Dak.,	1	5

\*Deceased.



## CLASS OF 1881.

Myrta E. Bargewell,	Teacher,	Grand Forks, N. Dak.,	1	12
H. James Howell,	Graduated, 1883.			
Cornelia Boorman,	(Mrs. Milner),	Clinton,	8	10
Flora Blascoer,	(Mrs. Chas. Rosenthal),	Milwaukee,	0	4
Hattie Cleland,	(Mrs. W. Collins),	Ft. Worth, Texas,	2	10
J. Inez Chase,	Principal Ward School,	Pueblo, Col.,	1	8
Lillie Culver,	Graduated, 1884.			
L. Franklin Fish,	Book-keeper,	Milwaukee,	3	1
Linnie H. Gordon,	(Mrs. Belford),	Locke, N. Dak.,	1	
Charles A. Goggin,	Graduated, 1887.			
Mary L. Keitel,	(Mrs. Quimby),	Duluth, Minn.,	5	5
Lily G. Leland,	Graduated, 1883.			
Dwight Mereness,	Physician,	Milwaukee,	0	2
Peter T. Nelson,	Graduated, 1888.			
Nellie G. Norton,		New York, N. Y.,	1	3
David H. Pollock,	Druggist,	Beloit,	2	4
Susie Porter,	Graduated, 1884.			
Phoebe Porter,	Graduated, 1884.			
C. Harley Smith,	Clergyman,	Yankton, S. Dak.,	2	1
Frances S. Smith,	(Mrs. Goodell),	Delavan,	1	2
*Elmer E. Thayer,				—
Clara Turner,	(Mrs. C. E. Elliot),	Postmaster, Peralta, Cal.,	1	2
H. Minnie Vilas,	Graduated, 1883.			

## CLASS OF 1882.

Kate E. Buckley,	Student,	Milwaukee,	4	9
Mary Davis,		Genesee,	1	4
James H. Derse,	Graduated, 1885.			
*Lizzie W. DeWolf,	(Mrs. Prince),		0	2
Lillie M. Dillon,	Teacher,	Milwaukee,	0	11
Ella Evans,	Teacher,	Milwaukee,	0	11
Ada E. Farnsworth,	(Mrs. Thomas),	Palmyra, Ohio,	2	2
Fred D. Griffith,	Attorney,	Knoxville, Tenn.,	1	1
Casper Hatz,	Merchant,	Eureka, S. Dak.,	3	1
Rose Hotchkiss,	(Mrs. Carr),	Cumberland,	0	2
Maggie Kelley,	(Mrs. Jas. H. Quinn),	Whitewater,	2	2
Lillia King,	Graduated, 1884.			
Marie C. Larson,	Graduated, 1884.			
Nellie Mizelle,	(Mrs. Gray),	High Springs, Fla.,	3	4
Anna Netherwood,	Teacher,	Oregon,	6	10
Persons,	(Mrs. Hutchinson),	Huron, S. Dak.,	2	3
Rockwood,	(Mrs. Dunwiddie),	Park Ridge, Ill.,	3	6



Henry L. Roethe,	Pension Office,	Washington, D. C.,	1	4
Selena Severson,	Graduated, 1887.			
Elizabeth A. Thien,	Graduated, 1886.			
Rose E. Webster,	Graduated, 1886.			
Frank J. Wilmer,	Merchant,	Rosalia, Wash.,	3	7

CLASS OF 1883.

*Lillie Affolter,			2	6
Lucy F. Austin,	Teacher,	Clinton, Iowa,	0	9
Carrie L. Barr,	Teacher,	Chicago,	0	9
Jennie Bonfoey,	Teacher,	Milwaukee,	2	9
Mary K. Cramer,	Principal Public School,	Denver, Col.,	2	8
Cora E. Ellsworth,	Teacher,	Milwaukee,	0	8
Eliza Foster,	Mrs. T. S. Thompson,	Huron, S. Dak.,	4	1
Evans R. Foster,	Furniture Dealer,	Webster, S. Dak.,	0	3
Chester A. Fowler,	Graduated, 1884.			
Emma C. Haight,	Teacher,	Milwaukee,	3	10
Edith Hatch,	Graduated, 1885.			
Carrie M. Harvey,	Graduated, 1885.			
Carl E. Herring,	Lawyer,	Omaha, Neb.,	0	1
Sumner H. Hilliard,	Graduated, 1886.			
Edith Holcombe,	(Mrs. G. H. D. Johnson),	Milwaukee,	2	8
Samuel B. Mills,	Merchant,	Waukesha,	2	1
Mary Monahan,	(Mrs. Hanley), Teacher,	Milwaukee,	0	9
Mrs. Anna R. Roberts,	Teacher,	Tomah,	6	8
Leonard S. Smith,	Civil Engineer,	Yuma, Texas,	0	3
Anna Wilmer,	Teacher,	Milwaukee,	1	10

CLASS OF 1884.

Matie D. Alcott,	(Mrs. McCusick),	Stillwater, Minn.,	0	4
Mehetabel Barnes,	Graduated, 1888.			
Mary Bartley,		Santa Fe, Kan.,	10	5
Elsie C. Cady,	(Mrs. H. P. Stipp),	Sonora, Cal.,	2	3
Maggie E. Clarke,	(Mrs. M. Hammond),	Vernon,	1	4
Anna M. Cleland,	(Mrs. D. F. Moody),	Minneapolis, Minn.,	4	7
Ida M. Cravath,	Graduated, 1886.			
Katie I. Crook,	(Mrs. John Jones),	Mazomanie,	1	5
Frank E. Flitcroft,	Grocer,	Madison, S. Dak.,	0	0
Harley B. Fowler,	Graduated, 1886.			
Mary C. Green,	Artist,	New York,	2	
Mary Greening,	Teacher,	Milwaukee,	0	8
Andrew J. Griffin,		Denver, Colo.,	2	4
Laura Knapp,	Graduated, 1888.			
Asael Larson,	Graduated, 1886.			

\*Deceased.



H. Grant Lawton,	Teacher,	La Grange,	1	5
May J. Maxon,	Graduated, 1888.			
Sarah McIlree,	Teacher,	Milwaukee,	1	9
Estelle M. Nehs,	Teacher,	Wauwatosa,	1	9
Nellie F. Nott,	Teacher,	Milwaukee,	0	8
J. Michael O'Brien,	Graduated, 1886.			
Albert C. Piper,	Graduated, 1888.			
Alice E. Redford,	(Mrs. H. K. Curtis),	White Fish Bay,	1	4
*Anna M. Sayle.				
Mary Vail Smith,	(Mrs. M. Whitney),	Oshkosh,	7	8
Chloe N. Stowell,	Teacher,	Milwaukee,		7
Nellie Sykes,	Teacher,	Milwaukee,	1	8
Tina C. Waite,	(Mrs. Jos. Hoeffel),	Green Bay,	1	5
Dézelle T. Warner,	Teacher,	Milwaukee,		3
Wilhelmina E. Whittaker,	Teacher,	Milwaukee,	2	8
Mary Wieman,	(Mrs. Jas. Harger),	Waterloo,	2	5

## CLASSES OF 1885.

Luella Andrews,	(Mrs. F. Smith),	Dodge's Corners,	0	4
M. Belle Austin,	Graduated, 1888.			
Luella G. Barlow,	Teacher,	Whitewater,	0	8
Paul Bergen,	Graduated, 1888.			
Ella F. Cassoday,	Teacher,	Milwaukee,	2	5
Nellie Chafin,	Teacher,	Mukwonago,	0	5
Mary B. Cravath,	Graduated, 1892.			
Addie Doolittle,	(Mrs. F. Hoeffel),	Oconto,	0	2
Glen G. Dudley,	Lawyer,	Tonawanda, N. Y.,	1 term.	
Laura Emerson,	(Mrs. H. Warren),	Mayfield, Idaho,	1	3
Carl D. Foster,	Bank Cashier,	Hitchcock, S. Dak.,	1	1
Helen G. Goodhue,	(Mrs. E. M. Davis),	Whitewater,	0	1
Edith R. Hanlon,	Graduated, 1888.			
Nellie D. Hollinshead,	Book-keeper,	Chicago, Ill.,	1	2
M. Emma Hughes,	Graduated, 1888.			
Herbert H. Jacobs,	Graduated, 1887.			
Mary A. Langdon,	Teacher,	Milwaukee,	1	7
Jessie McBeath,	Teacher,	Milwaukee,	4	7
Anna J. McIntyre,	Teacher,	Milwaukee,	3	8
James L. Monahan,	Book-keeper,	Milwaukee,		2
Henry E. Roethe,	Editor,	Fennimore,		0
Hattie M. Slark,	Teacher,	Elroy,	2	8
Flora E. Stewart,	Graduated, 1887.			
Ella M. Tobin,	(Mrs. A. N. Lacombe),	Norway, Mich.,	1	3
John A. Tobin,	Teacher,	Peshtigo,	0	8
*Minnie J. Warner,			2	3

\*Deceased.



Sarah A. Weaver,	(Mrs. E. James),	Beloit, Kan.,	0	5
Nettie J. West,	(Mrs. W. D. Burdick),	Chicago, Ill.,		2
Florence N. Williams,	Private Secretary,	Kansas City, Mo.,	1	2
*Anna M. Wright,	(Mrs. E. E. Vanderpool),			1

CLASS OF 1886.

Sherman J. Duffin,	Farmer,	Eagle,	1	4
Lettie M. Emmons,	(Mrs. M. A. Hatch),	Sheboygan,	3	4
Wm. A. Fulton,	Physician,	Burlington,	0	4
Melvin A. Hatch,	Graduated, 1888.			
Belle F. Judkins,	(Mrs. Wilmarth), Teacher,	Sun Prairie,	3	6
Myron E. Keats,	Principal High School,	Oakfield,	1	3
George H. Kirchhoffer,	Farmer,	Millard,	1	1
Henry Krueger,	Graduated, 1888.			
Luzerne Lawton,	Principal Public School,	Hamilton, N. Dak.,	2	6
Kate C. Marshall,	Teacher,	Milwaukee,	8	7
Lottie McCoy,	(Mrs. A. L. Travis),	Rockford, Ill.,	3	2
Kittie Mitchell,	Teacher,	Havelock, Iowa,	0	3
Arthur H. Sholtz,	Graduated, 1889.			
Hattie A. Whitehead,	(Mrs. E. I. Thompson),	Tacoma, Wash.,	3	4

CLASS OF 1887.

Mary L. Bird,	Teacher,	Sharon,	1	5
Arthur C. Bloodgood,	Carpenter,	Delavan,	1	3
Thomas Conlin,	Supt. Iron Mine,	Crystal Falls, Mich.,	1	3
Franklin F. Fiese,	Farmer,	Salinas, Cal.,	0	0
May E. Hall,	Book-keeper,	Buffalo, N. Y.,	2	4
Cora M. Hanson,		Pony, Montana,	0	3
Emma Lampert,	(Mrs. Corstvet),	Stoughton,	1	2
Willard T. Nichols,	Medical Student,	Chicago,	1	4
Grant E. Pratt,	Graduated, 1892.			
Fannie J. Smith,	Teacher,	Union Grove,	3	3
Caroline A. Trautmann,	Teacher,	Whitewater,	0	4
Nellie E. Wardle,	Teacher,	Deer Lodge, Mont.,	2	6
Elvira B. Weaver,	Teacher,	Ashland,	0	5

CLASSES OF 1888.

Mary Cassoday,	Teacher,	Milwaukee,	0	3
Alexander Corstvet,	Graduated, 1891.			
Emma B. Curtiss,	Graduated, 1891.			
Laura A. Dearsley,	Teacher,	Washburn,	4	5
Nellie M. Gillespie,	Graduated, 1889.			
Jennie Hardy,	Teacher,	Milwaukee,	2	5

\* Deceased.

13—H. S.



Louie A. Hicks,	Principal Lincoln School,	West Superior,	1	5
Fannie J. Holcombe,	Advanced Course,	Whitewater,	1	4
Jennie A. Hulce,	Teacher,	Whitewater,	3	2
Harry D. Keyes,	Graduated, 1892.			
Anna Norsman,	Advanced Course,	Whitewater,	1	3
Viola Preston,	Teacher,	Mazomanie,	4	5
John E. Roets,	Real Estate Agent,	South Milwaukee,	0	3
Ella Schenck,	Teacher,	Milwaukee,	5	5
Nellie Sears,	(Mrs. Roberts),	Pipersville,	0	
Ferdinand R. Smith,	Law Student,	Madison,	0	4
*Nellie M. Taylor,			0	1
Fannie J. Townsend,	Teacher,	Milwaukee,	2	5
Maude M. Trippe,	Stenographer,	Whitewater,	1	1
Bertha A. Wheeler,	(Mrs. D. H. Pollock),	Beloit,	—	2
Adelia H. Wilder,	(Mrs. E. P. Webb),	Koshkonong,	3	1

## CLASS OF 1889.

John F. Bergen,	Graduated, 1891.			
May Church,	(Mrs. Leland),	Monroe,	1	0
Frank H. Criger,	Graduated, 1891.			
Sarah Dickie,	Graduated, 1890.			
Fannie E. Edmonds,	(Mrs. Shean),	West Superior,	0	2
Morton Emerson,	Farmer,	Beloit,	0	0
Ada A. Forrest,	Teacher,	Ashland,	1	2
Charles M. Gleason,	Graduated, 1891.			
G. Claude Greengo,	Graduated, 1891.			
Lillian K. Hooker,	Teacher,	Waupun,	0	2
Lillian M. Hurlbut,	Advanced Course,	Whitewater,	1	3
Sydney R. Jacobs,	Govt. Clerk,	Washington, D. C.,	1 term,	0
William H. Knapp,	Music Teacher,	Chicago, Ill.,	1	0
W. Arthur Knilans,	Graduated, 1891.			
Sena Kraus,	Teacher,	Duluth, Minn.,	3	3
Maggie S. Maxwell,	Teacher,	Ft. Atkinson,	—	4
Terese F. Monaghan,	Teacher,	Ashland,	4	4
John O'Connell,	Govt. Clerk,	Washington, D. C.,	1	4
Hubert E. Page,	Student Wis. Univ.	Madison,	1 term,	0
Isaac Peterson,	Graduated, 1892.			
Emil L. Roethe,	Teacher,	Williamsburg,	0	3
Kate L. Sabin,	Graduated, 1891.			
Nettie Simpson,	Teacher,	Milwaukee,	1	3
William F. Winsey,	Graduated, 1890.			

\*Deceased.



## CLASS OF 1890.

Lillian R. Barney,	Advanced Course,	Whitewater,	1	1
Allie Brunson,	Teacher,	Washburn,	5	1
Ida G. Coburn,	Teacher,	Whitewater,	1	3
Addie B. Cole,	Nurse,	Plainview, Minn.,	3	1
Cora J. Doolittle,	(Mrs. Chas. Weeks),	Whitewater,	0	1
A. Louise Eggleston,	Teacher,	Milwaukee,	3	3
Jessie O. Elting,	Teacher,	Sheboygan,	—	3
Margaret C. Harmon,	Teacher,	Milwaukee,	2	3
Hannah T. Larson,	Advanced Course,	Whitewater,	—	2
Caroline Leach,	Teacher,	Oconomowoc,	4	3
Josie Lingemann,	Teacher,	Milwaukee,	1	3
Katharine A. Muck,	Graduated, 1891.			
Ellen Oleson,	Teacher,	Milwaukee,	6	3
Flora Potter,	Graduated, 1892.			
Libbie Riley,	Teacher,	South Chicago, Ill.,	6	3
Oliver M. Salisbury,	Graduated, 1892.			
Florence Shove,	Teacher,	Whitewater,	3	3
Halbert E. Smith,	Book-keeper,	Minneapolis, Minn.,	1	1
Ella E. Sprackling,	Teacher,	Sheboygan,	1	3
Charles W. Tidd,	Farmer,	Williamsfield, O.,	8	1
Emma E. Van Schaick,	Teacher,	Milwaukee,	3	3
Mae W. Van Schaick,	Teacher,	Milwaukee,	3	3
Michael R. Wilkinson,	Medical Student,	Chicago, Ill.,	2	0

## CLASS OF 1891.

Maud M. Averill,	Advanced Course,	Whitewater,	1	term.
Tillie Case,	Teacher,	Whitewater,	2	2
Kate M. Chaffee,	Teacher,	Whitewater,	2	1
Horace W. Cole,	Student,	Quincy, Ill.,	0	0
Elwin L. Eddy,	Teacher,	Oakwood,	0	2
A. May Godfrey,	Teacher,	Rock Prairie,	—	2
Franklin Gould,	Principal Public School,	Cambridge,	—	2
Kate Greening,	Teacher,	Milwaukee,	2	2
Antony C. Katzenmiller,	Teacher,	Milwaukee,	—	2
Anna E. Lingemann,	Teacher,	Milwaukee,	1	2
Daniel E. McLane,	Clerk,	Milwaukee,	1	1
Alma Pierce,	Teacher,	Sheboygan,	4	2
Katharine R. Pray,	Advanced Course,	Whitewater,	0	0
Clara G. Ross,	Teacher,	Milwaukee,	3	2
Grace E. Salisbury,	Advanced Course,	Whitewater,	1	1
M. Irene Simmons,		Lake Mills,	3	2
Fanny Taylor,	(Mrs. R. G. Wetmore),	Emerald Grove,	1	2
Vinnie Vanderpool,	Teacher,	Waukesha,	0	1
M. Gertrude Webster,	Teacher,	Milwaukee,	0	2



## CLASS OF 1892.

Grace A. Barber,	Advanced Course,	Whitewater,	5	0
Allie Benson,	Teacher,	Reeseville,	5	1
Susie M. Concklin,	Teacher,	East Troy,	1	1
Wm. E. Daniels,	Government Clerk,	Washington, D. C.,	3	1
Caroline M. Dean,	Teacher,	Appleton,	3	1
Alice E. Devlin,	Teacher,	Woodworth,	0	1
Mattie F. Dockery,	Teacher,	Ashland,	1	1
James Doherty,	Teacher,	St. Martin's,	0	1
Guy C. Ellis,	Teacher,	Milwaukee,	0	1
Wm. H. Hahn,	Teacher,	Sussex,	1	1
May Hartley,	Teacher,	Chicago, Ill.,	2	1
Fannie L. James,	Teacher,	Horicon,	1	1
Wm. H. Kelly,	Teacher,	Cooksville,	0	1
Genie M. Laws,	Teacher,	Marshfield,	6	1
Margaret Owens,	Teacher,	Whitewater,	4	1
Addie Peck,	Teacher,	Milwaukee,	3	1
Gertrude L. Salisbury,	(Mrs. Peterson),	Jefferson,	1	1
Margaret J. Smith,	Teacher,	Elkhorn,	0	1
Lucy Whitmore,	Teacher,	Kenosha,	4	1
Alice M. Wood,	Teacher,	Whitewater,	1	1

## CLASSES OF 1893.

(In November, 1893.)

Flora Arwood,		Heart Prairie.
Fred R. Bloodgood,	Advanced Course,	Whitewater.
Clara M. Burgess,	Teacher,	Eau Claire.
Ethel N. Buttles,	Teacher,	Caldwell.
Robert B. Dickie,	Advanced Course,	Whitewater.
Alice A. Doty,	Teacher,	Milton.
Susie C. Goodwin,	Teacher,	La Crosse.
Agnes C. Greening,		Little Prairie.
Winifred E. Hale,	Teacher,	Whitewater.
Helen M. Hartley,	Teacher,	Chicago, Ill.
Ella Hicks,	Teacher,	Whitewater.
Lottie O. Howland,	Teacher,	Stoughton.
Runa Johnson,	Teacher,	Washburn.
David E. Kelly,	Teacher,	Olney, Wash.
Rose Lingemann,	Teacher,	Milwaukee.
Nettie A. Lowe,	Teacher,	Waukesha.
Alice G. McIntyre,	Teacher,	Whitewater.
Lulu I. Mason,	Teacher,	Fort Atkinson.
Josie Miles,	Teacher,	Waukesha.
Mary B. Pollock,	Teacher,	Kenosha.



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Grace R. Potter,	Advanced Course,	Whitewater.
Frank A. Poynor,	Teacher,	Waunakee.
Clara A. Sears.	Teacher,	Lake Mills.
Andrew D. Tarnutzer,	Advanced Course,	Whitewater.
Alice Taylor,		Lentner, Mo.
Lizzie B. Thorpe,	Teacher,	Milton Junction.
Evelyn S. Waite,	Teacher,	Lake Geneva.
Otto E. Worthington,	Teacher,	Snoqualmie, Wash.



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